

Reception Medium Term Planning

Autumn 2016

Prime Areas: 40-60 months		5 th Sept I'm Special, I'm Me	12 th Sept I'm Special, I'm Me	19 th Sept Percy the Park Keeper	26 th Sept Percy the Park Keeper	3 rd Oct Harvest	10 th Oct Autumn	17 th Oct Autumn
Characteristics of Learning	Playing and exploring	Finding out & Exploring - Engaging in open-ended activity		Playing with what they know - taking on a role in their play		Being Willing to 'have a go' - taking a risk, engaging in new experiences and learning by trial and error		
	Active Learning	Being involved & concentrating - showing high levels of energy, fascination		Being involved & concentrating - not easily distracted		Enjoying achieving what they set out to do - being proud of how they accomplished something - not just the end result		
	Creating and thinking critically					Choosing ways to do things - reviewing how well the approach worked		
PSED	Making Relationships	Initiates conversation, 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		
	Self Confidence and Self-Awareness	Confident to speak to others	Talks to others about own needs, wants, interests and opinions		Can describe self in positive terms		Can talk about their own abilities	
	Managing Feelings and Behaviour	Separation	Aware of boundaries set and behavioural expectations of setting		Beginning to be able to negotiate and solve problems without aggression Understands that own actions affect other people			
C+L	Listening and Attention	Maintains attention, concentrates and sits quietly during appropriate activity		Two-channelled attention: can listen and do for a short span				
	Understanding		Listens and responds to ideas expressed by others in conversation or discussion		Responds to instructions involving a two part sequence		Able to follow a story without pictures or props	
	Speaking	Uses talk to organise, sequence and clarify thinking, ideas, feelings and events		Links statements and sticks to a main theme or intention		Uses language to imagine and recreate roles and experiences in play situations		
P	Moving and Handling	Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control.		Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.		Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.		
	Health and Self Care	Usually dry and clean during the day.			Eats a healthy range of foodstuffs and understands need for variety in food.	Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.		
Literacy	Reading	Name the letters of the alphabet	Continues a rhyming string.	Links sounds to letters, sounding the letters of the alphabet. Enjoys an increasing range of books.		Can segment the sounds in simple words and blend them together.		
	Writing	Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words.		Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Links sounds to letters, sounding the letters of the alphabet. Writes own name and other things such as labels, captions		Can segment the sounds in simple words and blend them together.		
		Name the letters of the alphabet	Continues a rhyming string.					

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Specific Areas: 40-60 months		5 th Sept I'm Special, I'm Me	12 th Sept I'm Special, I'm Me	19 th Sept Percy the Park Keeper	26 th Sept Percy the Park Keeper	3 rd Oct Harvest	10 th Oct Autumn	17 th Oct Autumn
Mathematics	Number	Recognise some numerals of personal significance. Counts up to three or four objects by saying one number name for each item.	Recognises numerals 1 to 5 Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5	Counts objects to 10, and beginning to count beyond 10. Selects the correct numeral to represent 1 to 10 objects.	Counts actions or objects which cannot be moved.	Uses the language of 'more' and 'fewer' to compare two sets of objects.	Counts an irregular arrangement of up to ten objects.	Estimates how many objects they can see and checks by counting them.
	Shape, Space and Measures	Beginning to use mathematical names for 'flat' 2D shapes, and mathematical terms to describe shapes.	Selects a particular named shape.	Orders two or three items by length or height.	Orders and sequences familiar events.		Orders two items by weight or capacity. Uses familiar objects and common shapes to create and recreate patterns and build models.	
Understanding the World	People and Communities	Enjoys joining in with family customs and routines.						
	The World	Looks closely at similarities, differences, patterns and change.						
	Technology	Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.						
Expressive Arts and Design	Exploring and Using Media and Materials	Begins to build a repertoire of songs and dances.	Explores what happens when they mix colours		Manipulates materials to achieve a planned effect.		Constructs with a purpose in mind, using a variety of resources.	Selects appropriate resources and adapts work where necessary.
	Being Imaginative	Create simple representations of events, people and objects. Chooses particular colours to use for a purpose. Plays alongside other children who are engaged in the same theme.						

PSED	C+L	PD	Literacy	Mathematics	Understanding the World	Expressive Arts and Design	
<p>Making Relationships</p>	<p>Listening and Attention</p>	<p>Moving and Handling</p> <p>Experiments with different ways of moving.</p> <p>Jumps off an object and lands appropriately.</p> <p>Shows a preference for a dominant hand.</p> <p>Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Begins to form recognisable letters.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p>	<p>Reading</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Begins to read words and simple sentences.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Knows that information can be retrieved from books and computers.</p>	<p>Numbers</p> <p>Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number.</p> <p>Finds one more or one less from a group of up to five objects, then ten objects.</p> <p>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</p> <p>Records, using marks that they can interpret and explain.</p> <p>Begins to identify own mathematical problems based on own interests and fascinations</p>	<p>People and Communities</p>	<p>Exploring and using media and materials</p> <p>Explores the different sounds of instruments.</p> <p>Experiments to create different textures.</p> <p>Understands that different media can be combined to create new effects.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p>	

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<p>Self Confidence and Self Awareness</p>	<p>Understanding</p> <p>Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props</p>	<p>Health and self-care</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p>Shows understanding of how to transport and store equipment safely.</p> <p>Practices some appropriate safety measures without direct supervision.</p>	<p>Writing</p> <p>Hears and says the initial sound in words.</p> <p>Attempts to write short sentences in meaningful contexts.</p>	<p>Shape, space and measures</p> <p>Can describe their relative position such as '<i>behind</i>' or '<i>next to</i>'.</p> <p>Uses everyday language related to time.</p> <p>Beginning to use everyday language related to money.</p> <p>Measures short periods of time in simple ways.</p>	<p>The World</p>	<p>Being Imaginative</p> <p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>Introduces a storyline or narrative into their play.</p> <p>Plays cooperatively as part of a group to develop and act out a narrative.</p>	
<p>Managing Feelings and Behaviour</p>	<p>Speaking</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Introduces a storyline or narrative into their play.</p>			<p>Beginning to use mathematical names for 'solid' 3D shapes and mathematical terms to describe shapes.</p>	<p>Technology</p>		