

Personal, Social & Emotional Development

Continue to see themselves as a valued individual within the classroom
Build constructive and respectful relationships
Express their feelings and consider the feelings of others talking about their self in positive terms
Identify their own feelings and begin to moderate these
Develop their resilience when engaged with learning tasks
Begin to think about the feelings of others
Manage their own personal hygiene
Continue to share and compromise with others during classroom activities

Ideas for interactions, activities and continuous provision

-What are you proud of? Encourage children to talk about their achievements and link the Swansfield 3C's
-Continue to follow the classroom golden rules and understand why we need to have these
-Continue to use the colour monster as a way for the children to check in every day
-Children will have weekly Jigsaw sessions focusing on the topic I'm Special, I'm Me! Children will have the opportunity to discuss their differences and understand that being different makes us all special
-Regular circle time to discuss: what are festivals and celebrations? Can they give examples of different festivals that they might go to with their family?
Discuss the children's own traditions around bonfire night, remembrance day and their own family beliefs
-Accept that others' needs may need to be met before own and wait patiently for help/to speak or for a turn
-With adult support, resolve differences and conflicts
-Confidently seek help from adults and other children when necessary and have time out as needed
-Continue to access the learning environment appropriately by engaging in purposeful independent self-selected and adult led learning
-Continue to use toilet independently and wash hands independently before snack/lunch etc
-Begin to recognise healthy food choices and have a try of new food(lunchtime)
-Continue to recognise when they need to use the toilet and washing hands thoroughly

Reception Medium Term Plan

Pear Class Autumn 1 2022

Let's Celebrate!

Outdoor learning opportunities

Sustained Shared Thinking

Key vocabulary

Cohort specific needs identified with ongoing assessment

Communication & Language

-Continue to demonstrate how to listen carefully and understand why it is important
-Continue to Learn new vocabulary and use this throughout the day
-Begin to ask and answer questions during class discussions
-Articulate their ideas in well-formed sentences
-Extend their sentences using connectives
-Listen to and talk about stories building familiarity and understanding
-Learn rhymes, poems and songs
-Engage with non-fiction

Ideas for interactions, activities and continuous provision

-Listen /appropriately when others are talking and demonstrate this by responding to questions etc and demonstrate ability to listen for longer periods whilst in assemblies
-Children demonstrate ability to follow instructions for class routines, making poppies, Christmas decorations, Diwali decorations
-Develop and use vocabulary around The Gunpowder Plot, Diwali, Remembrance, Christmas and other class fascinations
-Vocabulary displayed throughout the classroom for staff and children to refer to
-Opportunities to reinforce vocabulary through play and adult directed learning and reflection (floorbooks and end of day reflection)
-Role play of celebrations and Christmas post office to utilise learnt vocabulary
-Support and encourage critical thinking by encouraging children to express their curiosity through how and why questions eg. Why is a postal workers job so important at Christmas time? How do they do this job? Why do we go to sleep when it is dark and not when it is light? etc
-Adults model sentence structure regular in back and forth exchanges both during adult led tasks and within children's play
-Continue to utilise talk partners to explore, question and problem solve
-Learn new songs for the Nativity
-Listen to, talk about and re-tell Night and Day, Diwali and Christmas stories
-Drawing club used to build familiarity and understanding of texts
-Read stories about festivals and celebrations from around the world including non-fiction texts to find out new information

Key Vocabulary

Parliament, gunpowder plot, King James, Parade, peace, soldier, war tradition, Hindu, Diwali, diva lamp, belief, same, different, King Herod, Angel Gabriel, celebrate, Light, dark, night, day, translucent, transparent, opaque, postal worker, delivery, night, day, map, directions

Physical Development

Gross Motor

-Further develop the skills to manage the school day successfully
-Revise and refine the fundamental movement skills they have already acquired.
-Develop body strength, co-ordination, balance and agility
-Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
-Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming

Fine Motor

-Develop and refine fine motor skills to use a range of tools competently, safely and confidently.
-Continue to develop the foundations of a handwriting style
-Have an established left or right hand dominance
-With close adult support, use an effective grip and continue to use of a range of fine motor resources (pencils, scissors, paint brushes, tweezers etc.)

Ideas for interactions, activities and continuous provision

Gross motor

Build a 'bonfire' sing songs around the 'bonfire'- Discuss safety.

Put on own coat and other outdoor clothing independently and learn to fasten with adult support

Continue to use apparatus in P.E lessons where appropriate. Revisit learning about 'personal space' with children and encourage independence on working in a personal space in P.E

Gardening to continue to harvest vegetables. Sweeping fallen leaves in Pear class garden

Model to children the 'perfect writing position' as detailed by the RWI programme we follow

Children to take skills from NUFC fundamental movement sessions and apply to games on the yard

Fine motor

-Provide regular opportunities for threading, cutting, weaving, playdough and other fine motor activities at the funky fingers table -Develop muscle tone to put pencil pressure on paper

- Bake Christmas biscuits- using tools: spoon, rolling pin, biscuit cutter

-Guided drawing or writing through teacher modelling sessions

- Continue to develop correct letter formation in daily RWI sessions

- Encourage children to try to zip up their coats independently. Staff will always support and assist children if they are struggling

Enrichment

Parliament week

Remembrance Day

Children in Need

Anti-Bullying week

Post office trip to post Santa letters

Visit from a local postal worker

Visit to local church

Child-Led Topics and Activities

Other topics and activities may be used in response to children's interests. All adult-led topics may be adapted or removed depending on the responses of the children.

Understanding the World

- Join in with and understand the significance of customs and celebrations including Remembrance Sunday, Bonfire Night, Diwali and Christmas, recognising that not everyone follows these
- Understand that some places are special to members of our community
- Observe seasonal changes occurring in the outdoor environment and begin to explain and link light and dark differences with night and day and explain these differences
- Draw information from a simple map
- Compare and contrast characters from stories, including figures from the past
- In RE sessions, children will explore the question linked to the 'incarnation' theme of **Why is Christmas special for Christians?**

Key Questions

- Which times are special?
- What do I celebrate?
- What do other people celebrate?

Ideas for interactions, activities and continuous provision

- Children create computer-generated art related to the seasonal customs of bonfire night using JIT on school 360
- Take part in Remembrance Day activities such as the National 2 minute silence
- Join in with a classroom festival of light and other Diwali customs
- Visit a local Church- making links between what we know and have already learnt
- Prepare for Christmas by taking part in Christmas customs such as card and decoration making and following the days of advent
- Continue to explore the seasonal changes of Autumn using the morning calendar and provide a selection of Autumnal non-fiction books and treasures in the investigation area
- Create dark boxes and explore how light is able to travel through different materials – consider the sequencing of day and night and how those who work on a night time are able to see through the use of artificial light
 - large boxes, den making kit and torches for independent light and dark investigation
- Use the Jolly Christmas Postman to explore the job of our local postal workers and begin to understand why maps are so important to postal workers
- Create our own map from our school to the local post office in Alnwick, discussing key features such as the park, roads and traffic lights
- Take part in a visit to the local Post Office to deliver letters written to Santa**
- Consider the story of Guy Fawkes and discuss differences in how people dressed in the past etc
- In RE sessions, children will explore 'Jesus' birthday' and discover the Nativity story through role play, questions, discussion and art representations
- Teach children some Christmas Carols- children will understand that Christians sing these to celebrate Jesus being born at Christmas time

Expressive Arts and Designs

Exploring and using media and materials Being imaginative

- Continue to explore by experimenting with lines of different thickness using a pencil and other tools
- Experiment with a variety of media to explore texture and form
- Begin to Choose and use colour for a purpose, explaining the reasons for the choice
- Create collaboratively, sharing resources and skills
- When working creatively begin to adapt and refine ideas
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Take part in our music sessions and learn to keep the beat, find the pulse and explore the rhythms of the music
- Listen attentively, move to and talk about music, expressing their feelings and responses
- Explore and engage in music making and dance, performing solo or in groups.

Mathematics

White rose maths

Phase 2 — It's me 1,2,3

- Representing 1,2,3
- Composition of 1,2,3 Comparing 1,2,3
- Circles and triangles
- Positional Language

Phase 3 — Light and Dark

- Representing numbers to 5
- Composition of 4,5
- Shapes with 4 sides/ Time

Ideas for interactions, activities and continuous provision

- Whiterose maths sessions 4x weekly and mastering number input daily
- Representing, comparing and composition of numbers to 5
- Using 5 frames, numberblocks and other manipulatives
- Sorting triangles and circles
- Making shape pictures with triangles and circles
- Games to practise positional language
- Finding the number 1 more and 1 less
- Exploring shapes with 4 sides
- Daily Mastering number sessions working on automatic recall of number bonds – 5
- Time – Day and night, sequencing events in our daily life
- Continue to use daily counting during line up, morning check in etc

Mastering the Curriculum

Core Mathematical and Communication and Language skills will be central to all adult led activities and adult intervention within child initiated exploration and play.

Ideas for interactions, activities and Continuous provision

- Weekly Drawing Club sessions beginning to add greater detail
- Enjoy using a variety of malleable media such as clay, rice and salt dough when creating Diwa lamps, Christmas decorations and other creations according to own interests
- Explore colour, pattern and texture when creating rangoli pattern calendars
- Use a range of resources - salt painting, powder paints, and bottle paints when creating artwork such as firework representations
- Create a whole class piece of art to mark remembrance day
- Take part in a collective Christmas performance
- Explore sticking and joining and investigate which resources work better with different materials when using seasonal celebrations as a stimulus and own fascinations- split pin Christmas character decorations, Christmas decorations for classroom e.g. paper chains etc
- The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories
- In our 'Charanga' music sessions, children will learn nursery rhymes and action songs and will develop skills in Listening and responding to different styles of music, embedding foundations of the interrelated dimensions of music and improvising leading to playing classroom instruments

Literacy

Word reading

- Read set 1 sounds fluently
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences – vc and cvc**
- Read some letter groups that each represent one sound and say sounds for them (sh,th,ch,ng,nk)

Comprehension

- Retell stories related to events through acting/role play
- Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations
- Talk about events, feelings, main characters, where a story is set and recognise links to own life experiences
- Retelling stories using images

Writing

- Form lower-case letters correctly
- Spell words by identifying the sounds and then writing the sound with letter/s.

Ideas for interactions, activities and continuous provision

Word reading

- Children will review set 1 sounds and practice word reading daily during phonics lessons, in independent learning in the continuous provision and whilst reading their home readers weekly
- Hear, say and write initial sounds in words
- Continue to segment and blend sounds in vc and cvc words for writing and reading**
- Begin to read a small bank of 'red words' (common exception words that cannot be sounded out yet)
- Continue perfecting letter formation using different materials during continuous provision and in focused tasks

Comprehension

- Enjoy a range of literature related to class themes and own fascinations
- Use storybook language to retell and recall stories or events through story maps
- Encourage a passion for reading through weekly library visits, home reading book at appropriate phonic level and a chosen storybook

Writing

- Daily opportunity for children to practise writing cvc words in phonics, topic work and provision
- Writing letters to Santa ready to deliver- focus on pencil grip, letter formation, hearing initial sounds in words and segment cvc words for writing
- Daily opportunities for writing for meaning and mark making during continuous provision and celebrate success to build confidence**
- Begin to write red words learnt

Class Theme Related Literature

Including but not limited to:

- Guy Fawkes and the Gunpowder Plot
- Rama and Sita
- The Little Glow
- The Jolly Christmas Postman
- The Christmas Nativity
- Drawing club**
- What's in the Witch's Kitchen?
- The Ugly Duckling
- The Three Billy Goats Gruff
- Little Red Riding Hood
- The Gingerbread Man
- The Elves and the Shoemaker