



## Medium Term Planning Reception Autumn 2

EYFS THEMES		UNIQUE CHILD	POSITIVE RELATIONSHIPS	ENABLING ENVIRONMENT	LEARNING & DEVELOPMENT
	Areas of Learning and Development	Ages Stages/Early Learning Goal		Experiences, Opportunities and Provocations	Child Initiated Themes/Projects
Prime Areas	PSED	<p><b>Development Matters (40-60m):</b></p> <p><b>MAKING RELATIONSHIPS</b> 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.</p> <p><b>SELF CONFIDENCE &amp; SELF-AWARENESS</b> Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.</p> <p><b>MANAGING FEELINGS AND BEHAVIOUR</b> Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems</p>		SEAL: Getting on and Falling out Anti-Bullying week  Class Dojo Big Ideas: Growth Mindset	Child choice for the role play area, using votes

		without aggression, e.g. when someone has taken their toy.		
CL	<p><b>Development Matters (40-60m):</b></p> <p><b>LISTENING AND ATTENTION</b></p> <p>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Two-channelled attention – can listen and do for short span.</p> <p><b>UNDERSTANDING</b></p> <p>Responds to instructions involving a two-part sequence.</p> <p>Understands humour, e.g. nonsense rhymes, jokes.</p> <p>Able to follow a story without pictures or props.</p> <p>Listens and responds to ideas expressed by others in conversation or discussion.</p> <p><b>SPEAKING</b></p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Links statements and sticks to a main theme or intention.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Introduces a storyline or narrative into their play.</p>	<p>Circle times and group discussion linked to PSED:</p> <p>SEAL: Getting on and Falling out Anti-Bullying week</p> <p>Class Dojo Big Ideas: Growth Mindset</p>	<p>Continuation of show and tell</p> <p>SPTO postcards</p> <p>Discussion of children's experiences around Bonfire Night and celebrations</p>	
PD	<p><b>Development Matters (40-60m):</b></p> <p><b>MOVING AND HANDLING</b></p> <p>Experiments with different ways of moving.</p> <p>Jumps off an object and lands appropriately.</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Uses simple tools to effect changes to materials.</p>	<p>PE</p> <p>Using the hall/different spaces, large equipment and small equipment, ball skills</p> <p>Getting changed independently</p> <p>Dough Disco</p>		

		<p>Handles tools, objects, construction and malleable materials safely and with increasing control.</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><b>HEALTH &amp; SELF-CARE</b></p> <p>Eats a healthy range of foodstuffs and understands need for variety in food.</p> <p>Usually dry and clean during the day.</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</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>		
<b>Specific Areas</b>	LIT	<p><b>Development Matters (40-60m):</b></p> <p><b>READING</b></p> <p>Continues a rhyming string.</p> <p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</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>Enjoys an increasing range of books.</p>	<p><b>BASELINE</b></p> <p>Letters and Sounds: Phase 2</p> <p>Weekly individual readers</p> <p>Weekly guided reading</p> <p>Weekly writing task linked to topic to be introduced</p>	Parents to join us for a weekly reading session each Wednesday

	<p>Knows that information can be retrieved from books and computers.</p> <p><b>WRITING</b></p> <p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Begins to break the flow of speech into words.</p> <p>Continues a rhyming string.</p> <p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Writes own name and other things such as labels, captions.</p> <p>Attempts to write short sentences in meaningful contexts.</p>		
MATHS	<p><b>Development Matters (40-60m):</b></p> <p><b>NUMBER</b></p> <p>Recognise some numerals of personal significance.</p> <p>Recognises numerals 1 to 5.</p> <p>Counts up to three or four objects by saying one number name for each item.</p> <p>Counts actions or objects which cannot be moved.</p> <p>Counts objects to 10, and beginning to count beyond 10.</p> <p>Counts out up to six objects from a larger group.</p> <p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>Counts an irregular arrangement of up to ten objects.</p> <p>Estimates how many objects they can see and checks by counting them.</p> <p>Uses the language of 'more' and 'fewer' to compare two sets of objects.</p>	<p><b>BASELINE</b></p> <p>Counting, ordering, recognising numbers 1-5 and then to 10</p> <p>Finding one more than a number</p> <p>Recognising 2D shapes</p> <p>Becoming familiar with the routine of the school day</p> <p>Using the language of measures</p>	

	<p>Finds the total number of items in two groups by counting all of them.</p> <p>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><b>SHAPE, SPACE &amp; MEASURE</b></p> <p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p> <p>Selects a particular named shape.</p> <p>Can describe their relative position such as 'behind' or 'next to'.</p> <p>Orders two or three items by length or height.</p> <p>Orders two items by weight or capacity.</p> <p>Uses familiar objects and common shapes to create and recreate patterns and build models.</p> <p>Uses everyday language related to time.</p> <p>Beginning to use everyday language related to money.</p> <p>Orders and sequences familiar events.</p> <p>Measures short periods of time in simple ways.</p>		
UW	<p><b>Development Matters (ELG):</b></p> <p><b>PEOPLE AND COMMUNITIES</b></p> <p>Enjoys joining in with family customs and routines.</p> <p><b>THE WORLD</b></p> <p>Looks closely at similarities, differences, patterns and change.</p> <p><b>TECHNOLOGY</b></p> <p>Completes a simple program on a computer.</p>	<p>Sharing postcards from home</p> <p>Observing seasonal change</p> <p>Using the interactive whiteboard</p>	<p>Exploring the school grounds as the seasons change from Autumn to Winter through a weekly welly walk</p> <p>Festivals and Celebrations-Birthdays, Diwali, Hannukah, Christmas</p>

		Uses ICT hardware to interact with age-appropriate computer software.		
EAD	<p><b>Development Matters (ELG):</b></p> <p><b>EXPLORING AND USING MEDIA AND MATERIALS</b></p> <p>Begins to build a repertoire of songs and dances.</p> <p>Explores the different sounds of instruments.</p> <p>Explores what happens when they mix colours.</p> <p>Experiments to create different textures.</p> <p>Understands that different media can be combined to create new effects.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p><b>BEING IMAGINATIVE</b></p> <p>Create simple representations of events, people and objects.</p> <p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>Chooses particular colours to use for a purpose.</p> <p>Introduces a storyline or narrative into their play.</p> <p>Plays alongside other children who are engaged in the same theme.</p> <p>Plays cooperatively as part of a group to develop and act out a narrative.</p>	<p>Encouraging use of creative skills around the classroom-role play area, construction, making table, sand pit, water tray</p>		