

**Medium Term Planning**

**Reception Autumn 1**

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| **EYFS THEMES**  LEARNING & DEVELOPMENT  ENABLING ENVIRONMENT  POSITIVE RELATIONSHIPS  UNIQUE CHILD | | | | |
|  | **Areas of Learning and Development** | **Ages Stages/Early Learning Goal** | **Experiences, Opportunities and Provocations** | **Child Initiated Themes/Projects** |
| **Prime Areas** | PSED | **Development Matters (40-60m):**  **MAKING RELATIONSHIPS**  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.  **SELF CONFIDENCE & SELF-AWARENESS**  Confident to speak to others about own needs, wants,  interests and opinions.  Can describe self in positive terms and talk about abilities.  **MANAGING FEELINGS AND BEHAVIOUR**  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 without aggression, e.g. when someone has taken their toy. | SEAL:  New Beginnings  Starting school, making friends, new routines | Creating our class contract to help keep us happy and safe at school |
| CL | **Development Matters (40-60m):**  **LISTENING AND ATTENTION**  Maintains attention, concentrates and sits quietly during  appropriate activity.  Two-channelled attention – can listen and do for short span.  **UNDERSTANDING**  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.  **SPEAKING**  Extends vocabulary, especially by grouping and naming,  exploring the meaning and sounds of new words.  Uses 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. | Circle times and group discussion linked to PSED:  SEAL:  New Beginnings  Starting school, making friends, new routines  Growth Mindset | Introduction of show and tell  Introduction of the class bears |
| PD | **Development Matters (40-60m):**  **MOVING AND HANDLING**  Experiments with different ways of moving.  Jumps off 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 form recognisable letters, most of which are correctly formed.  **HEALTH & SELF-CARE**  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 the need for safety when tackling  new challenges, and considers and manages some risks.  Shows understanding of how to transport and store  equipment safely.  Practices some appropriate safety measures without direct  supervision. | PE  Using the hall/different spaces, large equipment and small equipment, ball skills  Getting changed independently  Dough Disco | Introduction of dough disco  Big chalk drawing |
| **Specific Areas** | LIT | **Development Matters (40-60m):**  **READING**  Continues a rhyming string.  Hears and says the initial sound in words.  Can segment the sounds in simple words and blend them  together and knows which letters represent some of 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.  **WRITING**  Gives meaning to 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 the sounds in simple 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. | BASELINE  Letters and Sounds:  Phase 2  Weekly individual readers  Weekly writing task linked to topic | Introduce book of the day  Initial labelling of personal areas such as trays |
| MATHS | **Development Matters (40-60m):**  **NUMBER**  Recognise some numerals of personal significance.  Recognises numerals 1 to 5.  Counts up to three or four objects by saying one number  name for each item.  Counts actions or objects which cannot be moved.  Counts objects to 10, and beginning to count beyond 10.  Counts out 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 ten 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 number of items in 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.  **SHAPE, SPACE & MEASURE**  Beginning to use mathematical names for ‘solid’ 3D shapes  and ‘flat’ 2D shapes, and mathematical terms to describe  shapes.  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 in simple ways. | BASELINE  Counting, ordering, recognising numbers 1-5 and then to 10  Finding one more than a number  Recognising 2D shapes  Becoming familiar with the routine of the school day  Using the language of measures | Seasonal board games |
| UW | **Development Matters (ELG):**  **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. | Sharing postcards from home  Observing seasonal change  Using the interactive whiteboard | Exploring the school grounds as the seasons change from Summer to Autumn to Winter  Festivals and Celebrations-Birthdays, Diwali, Hannukah, Christmas |
| EAD | **Development Matters (ELG):**  **EXPLORING AND USING MEDIA AND MATERIALS**  Begins to build a repertoire of songs and dances.  Explores the 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 materials they are using.  **BEING IMAGINATIVE**  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 storyline or narrative into their play.  Plays alongside other children who are engaged in the same  theme.  Plays cooperatively as part of a group to develop and act out  a narrative. | Encouraging use of creative skills around the classroom-role play area, construction, making table, sand pit, water tray | Self portraits |