Our Approach: We believe that high levels of child involvement lead to accelerated levels of progress. Our environment is set up to give children the opportunity to self-manage, to take initiative and self-direct their learning. There are some skills which need to be explicitly taught and so adult directed activities take place at various points throughout the day. Although we follow the child's lead and recognise each child's different starting points, below are some of the key aspects of a child's development that we will be encouraging through play and through our direct teaching.



Medium Term Plan	Year: Reception	Term: Autumn 2	Theme: Celebrations		
Maths					
Week 1 - Counting, ordinality and cardinality *(counting skills, 'five-ness of 5' and the die pattern for 5)* - practise counting each object, action or sound once - tag each object with 1 number word (1:1 correspondence) - make collections of 5 in different ways - use a die frame to represent 5 - count 5 and 5 to make 10 altogether **White Rose - *Circle and triangles*** - identify and name circles and triangles **Inside Opportunity:** Play 'How many 5s?' Place dried peas or beans in a play tray. Ask the children to match the peas to the holes in Numicon representing 5. This activity can be varied across the week by providing pegs or counters to represent the peas and/or asking the	**Week 2 - Comparison** *(comparison of sets, use the language of comparison)* - practise subitising amounts to 4 - revisit 'more than' and 'fewer than' by looking - compare groups of up to 3 objects by matching them 1:1 - say when there is an equal number - say when there is an equal number, too many or not enough **White Rose - *Circle and triangles*** - compare circles and triangles **Inside Opportunity:** Provide balance scales and a range of different objects to balance. Which side of the scales has more? Can you tell by looking? Do you need to match them to check? **Outside Opportunity:** Provide different	**Week 3 - Composition** *(explore the concept of 'whole' and 'part')* - identify the 'whole' when shown 1 part of a familiar object - identify that the parts are visible within a whole - hear the language of 'whole' and 'parts' - recognise that some whole objects have parts that cannot be removed - investigate ways to compose and de-compose sets of 2 and 3 - know that 1 and 2 are parts of 3 **White Rose - *Circle and triangles*** - identify shapes in the environment **Inside Opportunity:** Provide craft activities that require the children to select different parts to make a whole, e.g. making a whole face from different craft shapes or stickers. Talk to the children about the parts they have selected to make the whole.	**Week 4 - Composition** *(composition of 3, 4 and 5)* - investigate ways to compose and de-compose sets of 3 - explore how 1 and 2 are parts of 3 - investigate ways to compose and de-compose 4 - use spatial language to describe the shapes - explain that different parts can make the same whole - investigate ways to compose and de-compose 5 **White Rose - *Circle and triangles*** - describe position **Inside Opportunity:** Provide squares of card and up to 5 different coloured buttons, jewels, pom poms or similar small objects for the children to use to make collections of different amounts. **Outside Opportunity:** Provide opportunities for the children to make their	**Week 5 - Counting, ordinality and cardinality** *(practise object counting skills, match numerals to quantities within 10, verbal counting beyond 20)* - hear and join in with the counting sequence to 10, including using songs and rhymes - use fingers to represent quantities to 5 and begin to represent quantities to 10 - begin to recognise numerals to 5 - develop understanding of equal amounts - represent quantities in more abstract ways e.g. clapping - begin to understand that when a set of objects is rearranged, its quantity remains the same **White Rose - *Shapes with four sides*** - identify and name shapes with 4 sides **Inside Opportunity:** Play a sorting game. Place dot pattern and numeral	**Week 6** Review and consolidate concepts as identified through teacher assessment **White Rose - *Shapes with four sides*** - combine shapes with 4 sides - identify shapes in the environment **Inside Opportunity:** Activity planned to consolidate learning as identified by teacher assessment. **Outside Opportunity:** Activity planned to consolidate learning as identified by teacher assessment.

children to match their filled Numicon to pictures of 5 fingers or die frames. **Outside Opportunity:** Draw chalk tracks outside, roll a large die and ask the children to jump that many spaces along the track.	containers in the sand/water areas, and ask the children to investigate how many cups it takes to fill them.	**Outside Opportunity:** In the outdoor environment, help the children to spot things with moving parts, such as bikes and scooters. Talk about how these things need all the parts to make them work properly as a whole.	own 'Stampoline' prints, using both smaller craft equipment indoors and larger equipment in the outdoor area (see Session 2).	cards next to containers, and provide small objects (e.g. acorns, buttons, counters, etc) for the children to sort. You could also provide labels for the children to make their own representations. **Outside Opportunity:** Play a game of skittles. How many skittles can you knock down?	

Supported and developed through:

- Daily 'Mastering Number' or 'White Rose' sessions
- The focused indoor or outdoor maths activity carefully linked to the direct teaching session or that builds on children's interests is now a 'must do' activity across the week
- Opportunities to explore mathematical concepts independently within Continuous Provision both in the Mathematical Area and in the wider environment
- Adult interactions within the Continuous Provision build on concepts explicitly taught in class and take account of each child's mathematical development

English - Phonics and word reading

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
- ff - ll - ss - j **New tricky words:** put pull full as	- v - w - x - y **New tricky words:** and has his her	- z - zz - qu - words with s /s/ added at the end (hats sits) - ch **New tricky words:** go no to into	- sh - th - ng - nk **New tricky words:** she push he of	- words with s /s/ added at the end (hats sits) • - words ending s /z/ (his) and with s /z/ added at the end (bags) **New tricky words:** we me be	Assess and review week

Objectives:

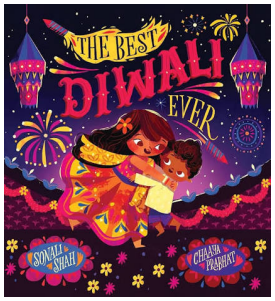
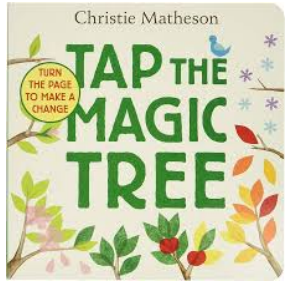
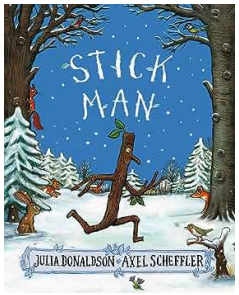
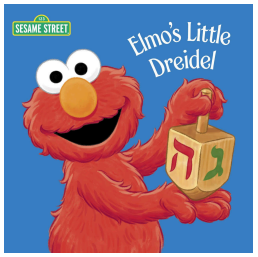
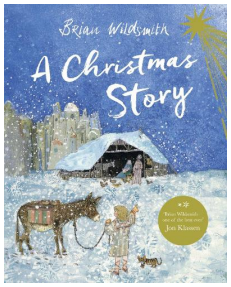
- Read some letter groups that each represent one sound and say sounds for them.
- Segment written words into individual sounds
- Blend sounds into words, so that they can read short words made up of known letter– sound correspondences
- Read some tricky words matched to the Little Wandle phonic programme

Supported and developed through:

- Little Wandle phonics
- Reading with children; directly taught sessions and within the Continuous Provision
- Phase 2 graphemes

- Interventions for identified children
- Hitherfield Heroes read with children who need additional practice

English - Core text and Writing

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
					

A selection of winter poems

Objectives:

- Write their name with most letters formed correctly
- Form some taught letters correctly
- Hear, say and write the initial sound and other taught sounds in words
- Writing for a purpose in role play and other areas of continuous provision
- Memorise a songs and lines for Christmas performance

Supported and developed through:

- Exposure to letter formation during Little Wandles sessions
- Adult will support letter formation using Little Wandle formation phrases
- Once weekly handwriting sessions
- Child led learning: Children will be provided with a range of reading and writing opportunities to engage with the core text of the week
- Adults modelling writing captions or labels for constructions
- Adults modelling writing within the continuous provision
- Motivate children to write by providing opportunities in a wide range of ways, such as: clipboards outdoors, chalks for paving stones, boards and notepads in the home corner
- Children enjoy having a range of pencils, crayons, chalks and pens to choose from
- Apps on tablets enable children to mix marks, photos and video to express meanings and tell their own stories
- Children are also motivated by simple home-made books, different coloured paper and paper decorated with fancy frames

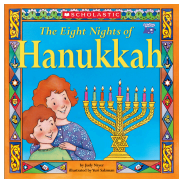
English - Comprehension

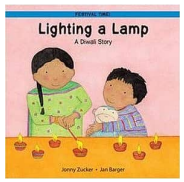
Additional Texts for Story Time

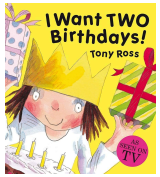
Objectives:

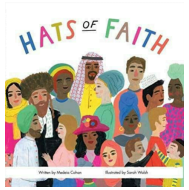
- Begin to anticipate key events in a story or how the story might end
- Participate in small group LW reading sessions

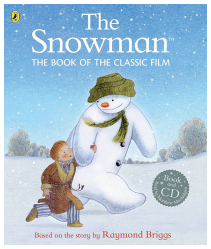
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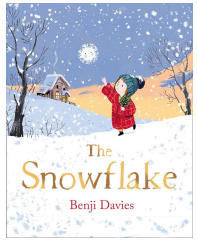


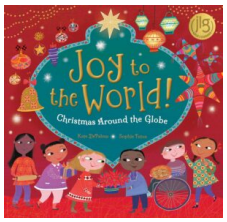


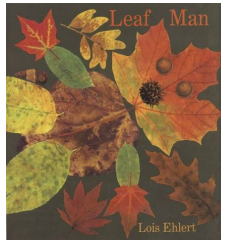












- Daily storytime in class ensure children are exposed to and have opportunity to talk about a range of high quality texts
- Display quality books in attractive book areas
- Join in with children during small world play, taking on different roles

Communication and Language

Objectives (Listening, Attention and Understanding):

- **Listen carefully to rhymes and songs, paying attention to how they sound**
- Listen to stories and join in, e.g. with repeated refrains and / or actions
- Learn rhymes, poems and songs
- Begin to understand why questions
- Follow instructions with more than one step

Objectives (Speaking):

- Use new vocabulary throughout the day
- **Articulate their ideas and thoughts** using sentence stems if necessary

Supported and developed through Continuous Provision by:

- High quality interactions between adults and children are key
- Adults will watch and observe children and ensure progress through: *communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges*
- Small world opportunities enhanced where appropriate according to children's interests and topics

Adult directed activities:

- Continue daily story time, ensuring children are exposed to a range of text types
- Learn a poem
- Class discussions with opportunities for children to ask clarifying questions

Personal Social Emotional Development

Objectives (Self-regulation):
- Express their feelings appropriately
- Understand that other people might have different

Objectives (Managing Self):
- Discuss the class rules and know the difference between right and wrong

Objectives (Building Relationships):
- **Begin to build constructive and respectful relationships**

ideas to them - Begin to understand our Hitherfield Learning Dispositions - Begin to understand our Hitherfield school rules	- Be part of an audience (Chrtistmas pantomime) - Try new activities	- Begin to form friendships - Have positive relationships with peers and Reception adults **UW: Recognise that people have different beliefs and celebrate special times in different ways.**

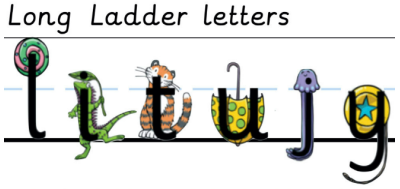
Supported and developed through Continuous Provision by:
- Continue forming positive relationships with a variety of children and adults through positive interactions within the provision
- Supporting children's play
- Sign in using zones of regulation
- Introduce Hitherfield Learning Dispositions: collaboration
- Putting on shoes, socks, coats, hats and gloves
- Opportunity to try things for the first time through the continuous provision
- Game opportunities for turn taking e.g. card and board games

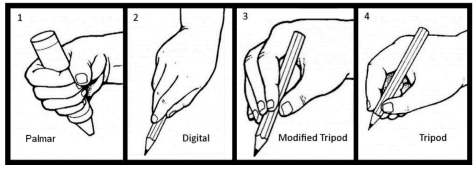
Adult directed activities:
- Introduction of 'must do' activities
- Use of Core text, being kind
- Use of Core texts around the celebration of a range of special occasions

Physical Development

Fine Motor Objectives:
- Hold scissors correctly
- Mark make using different shapes (using large and small equipment)

Handwriting:
- Begin to develop an appropriate pencil grip (***Use nip it, flip it, grip if***)
- Formation of *Long Ladder Letters*
- l, t, u, y, i and j





Gross Motor Objectives:
- Use their core muscle strength to achieve a good posture when sitting at a table or on the floor
- Further develop the skills needed to manage the school day successfully - e.g. lining up and mealtimes

Taught PE session - Dance
- Recognise that actions can be reproduced in time to music, beat patterns and different speeds
- Perform a wide variety of dance moves

Supported and developed through Continuous Provision by:
- Specific fine motor area utilised to develop cutting, threading, picking up and manipulating small objects
- Continuous provision offers a range of opportunities to develop: threading and sewing, pouring, stirring, using spray bottles, dressing and undressing dolls, playing with small world toys and making models with junk materials, construction kits and malleable materials like clay.
- Encourage children to draw freely
- Support with holding and using utensils whilst the children are eating lunch

Supported and developed through Continuous Provision by:
- Continuous provision offers a range of opportunities for climbing, large scale building and construction, balancing, pushing and pulling, wheeled objects such as wheelbarrows, prams
- Games area offers a range of opportunity to develop throwing and catching, ball skills, skipping, ribbon twirling and using hoops
- Introduce children to balance bikes and pedal bikes as appropriate
- Opportunity to play on large scale climbing equipment in the trim trail
- Encourage children to take risks and talk to them about how to stay safe

- Opportunities for children to put on and take off clothes including shoes **Adult directed activities:** - Exposure to letter formation in phonics sessions - Once weekly handwriting sessions - Children use appropriate pencils or use pencil grips if required		**Adult directed activities:** - Weekly PE lessons with a focus on gymnastics
Understanding the World		
Objectives: Past and Present: **- Compare and contrast characters from stories, including figures from the past** - Know that events of the past have impacted celebrations and events today e.g. Christmas - Use simple language that relates to the passing of time (today, yesterday, last week etc)	**Objectives: People, Culture and Communities:** **- Understand that some places are special to members of their community** - **Recognise that people have different beliefs and celebrate special times in different ways** - Talk about Harvest Festival - Talk about how Diwali is celebrated in Hinduism - Talk about how Hanukkah is celebrated in Judaism - Talk about how Christmas is celebrated in Christianity	**Objectives: The Natural World:** **- Understand the effect of changing seasons on the natural world around them e.g. weather, plants, animals etc** **Seasonal changes:** - Recognise and talk about the signs of Winter - Play and explore outside in all seasons and in different weather - Observe living things throughout the year - Investigate - Floating and Sinking with Natural Treasures? **Changing materials**: - Observe, measure and record how materials change when heated and cooled - Compare how materials change over time and in different conditions
Supported and developed in Continuous Provision by: - Home based role play opportunities - Small world play **Adult directed activities:** - Learn about festivals of Diwali, Eid, Hanukkah and Christmas through core texts	**Supported and developed in Continuous Provision by:** - Home based role play opportunities - Small world play **Adult directed activities:** - Multicultural provision - dolls, small world, role play etc - Look at pictures and videos from a range of cultures - Recognise and describe special times within their own families	**Supported and developed in Continuous Provision by:** - Investigation stations to explore changing state through the winter weather; ice, snow and melting **Adult directed activities:** - Understanding similarities/differences in seasons and what clothes etc you may need - Gain an understanding of how trees change through the seasons - Investigate- can pine cones predict the weather? ***Outdoor learning opportunities include:*** - Making leaf people - Making nature crowns - Making winter ribbon wands

Expressive Arts and Design	
Objectives: Creating With Materials: **- Return to and build on their previous learning, refining ideas and developing their ability to represent them.** **<u>Painting Jackson Pollock- Firework Paintings:</u>** - Begin to use more complex tools e.g. Smaller paintbrushes, cotton buds/ sticks, twigs, various paints - Using different techniques e.g. dabbing, strokes	**Objectives: Being Imaginative and Expressive:** My Stories - explore: using your imagination, Christmas, Festivals, Fairies, Pirates, Treasure, Superheroes, Let's pretend, Once upon a time. - Learn to sing nursery rhymes and action songs - Learn songs for and perform Christmas productions - **Develop storylines in their pretend play**
Supported and developed through Continuous Provision by: - Enhancements in role play to reflect current learning - Role play and small world **Children to be encouraged to use techniques learnt last half term independently:** - Scissors if not already confident - Using glue to join flat surfaces - Painting on upright easels and with large brushes - Printing with stampers and sponges - Experimenting in mixing colours **Adult directed activities:** - Collaborating on making props for their class performance - Making a diva lamp out of clay - Use a variety of painting techniques to create a firework painting	**Supported and developed through Continuous Provision by:** - Introduce children to the stage area within Continuous Provision - Adults play with children in the Continuous Provision suggesting and modelling ways for children to build on their storylines **Adult directed activities:** - Weekly singing assembly - Children rehearse and participate in the Christmas performance - Children watch and respond to a performance of, 'The Littlest Christmas Elf'