

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

Maths

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>- 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 - Identify and name circles and triangles</p> <p>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 children to match their filled Numicon to pictures of 5 fingers or die frames.</p> <p>Outside Opportunity: Draw chalk tracks outside, roll a large die and ask the</p>	<p>- Practise subitising amounts to 4 - Say when they have an equal number - Say when there is an equal number, too many or not enough - Identify the 'whole' when shown 1 part of a familiar object - Compare circles and triangles</p> <p>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?</p> <p>Outside Opportunity: Provide different containers in the sand/water areas, and ask the children to investigate how many cups it takes to fill them.</p>	<p>- 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 - Shapes in the environment</p> <p>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.</p> <p>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.</p>	<p>- Investigate ways to compose and de-compose sets of 3 - Investigate ways to compose and de-compose - Explain that different parts can make the same whole - Investigate ways to compose and de-compose - Describe position</p> <p>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.</p> <p>Outside Opportunity: Provide opportunities for the children to make their own 'Stampoline' prints, using both smaller craft equipment indoors and larger equipment in the outdoor area (see Session 2).</p>	<p>- Hear and join in with the counting sequence to 10, including using songs and rhymes - Develop their understanding of equal amounts - Begin to recognise numerals to 5 - Begin to understand that when a set of objects is rearranged, its quantity remains the same 5, Identify and name shapes with 4 sides</p> <p>Inside Opportunity: Play a sorting game. Place dot pattern and numeral 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.</p> <p>Outside Opportunity:</p>	<p>- Begin to develop their conceptual subitising skills with linear and paired arrangements of up to 5 dots -match arrangements of 3, 4 and 5 dots to the correct numerals - Use dice to link subitised amounts with 1-to-1 counting actions - Recognise die patterns to 6 - Combine shapes with 4 sides</p> <p>Inside Opportunity: Offer opportunities to make arrangements of 5 by printing with paint using fingers, corks or other distinct shapes. How many ways can you find to arrange 5 dots?</p> <p>Outside Opportunity: Play simple track games using large dice and chalked tracks for jumping/hopping games outside. Reinforce the recognition of numerals by saying the number</p>

children to jump that many spaces along the track.				Play a game of skittles. How many skittles can you knock down?	reached.
----------------------------------------------------	--	--	--	----------------------------------------------------------------	----------

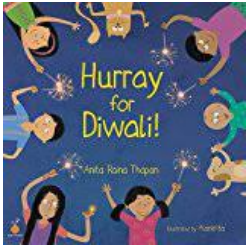
Week 7 & 8 Review and consolidate concepts as identified through teacher assessment .	Supported and developed through: <ul style="list-style-type: none"> - Daily 'Mastering Number' sessions - Opportunities to explore mathematical concepts independently within Continuous Provision both in the Mathematical 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 				
-----------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--

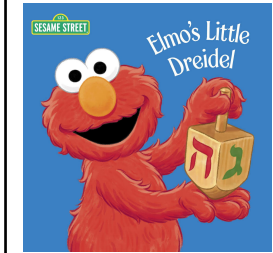
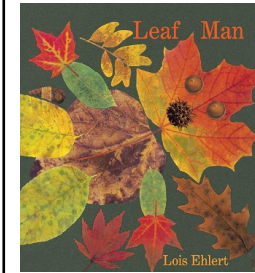
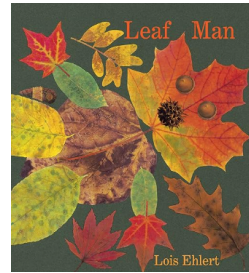
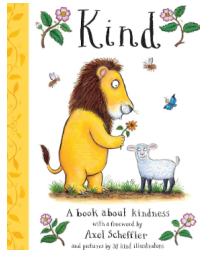
English - Phonics and word reading

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Assessment week. Review and consolidate concepts as identified through teacher assessment	ff ll ss j Tricky word: put pull full as	v w x y Tricky word: and has his her	z zz qu words with s /s/ added at the end (hats sits) ch Tricky word: go no to into	sh th ng nk Tricky word: 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) Tricky word: we me be

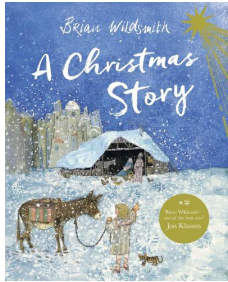
Week 7 & 8 Assessment week. Review and consolidate concepts as identified through teacher assessment	Supported and developed through: <ul style="list-style-type: none"> - Little Wandle phonics - Reading with children; directly taught sessions and within the Continuous Provision - Phase 2 graphemes - Interventions for identified children - Hitherfield Heroes read with children who need additional practice 				
---------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--

English - Writing and Reading

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



Week 7



Objectives:

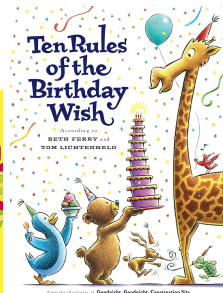
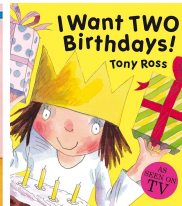
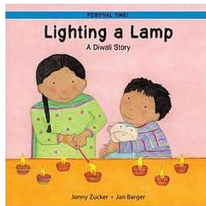
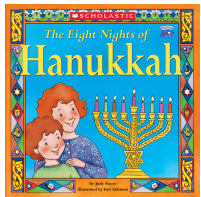
- Developing pencil grip and working towards tripod grip if appropriate for the child's stage of development
- Form lower case letters correctly once they have been explicitly taught
- Using initial sounds in writings labels or captions
- Writing for a purpose in role play and other areas of continuous provision

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 developing patterns or letter formation as appropriate
- 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, chinks for paving stones, boards and notepads in the home corner.
- Children enjoy having a range of pencils, crayons, chinks 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

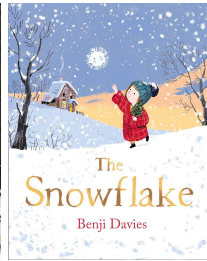
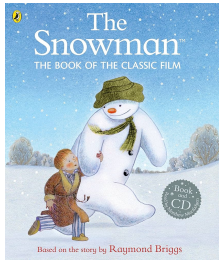


Objectives:

- Engage in Storytime
- Listen to and talk about stories to build familiarity and understanding.

Supported and developed through:

- 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:

- Use new vocabulary throughout the day
- Articulate their ideas and thoughts in well-formed sentences
- Listen to and talk about stories to build familiarity and understanding
- Listen carefully to rhymes and songs, paying attention to how they sound
- Learn rhymes, poems and songs

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 of the half term - My Place to Fly (Ted Scheu)
- Show and tell and time with opportunities for other children to ask clarifying questions
- Language screener assessment to identify children's language ability

Personal Social Emotional Development

Objectives:

- Understand and respect other people's different feelings and ideas
- **UW: Recognise that people have different beliefs and celebrate special times in different ways.**
- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others

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 Learner 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- fine motor skills activity
- Circle time sessions on friendship
- Use of Core text, being kind
- Use of Core texts around the celebration of a range of special occasions

Physical Development

Fine Motor Objectives:

- **Develop their small motor skills so they can use a range of tools competently, safely and confidently**
- **Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor**

Gross Motor Objectives:

- **Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance and gymnastics, sport and swimming**
- **Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group**

Taught PE session - Gymnastics - Gym in the jungle

- Describe how the body feels when still and when exercising.
- Create a short sequence of movements
- Roll in different ways with control, travel in different ways, stretch in different ways, jump in a range of ways from one space to another with control
- Begin to balance with control
- Move around, under, over, and through different objects and equipment

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
- Opportunities for children to put on and take off clothes including shoes

Adult directed activities:

- Introduce children to the woodwork area
- Exposure to letter formation in phonics sessions
- Once weekly handwriting sessions beginning to develop pencil grip and posture for

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

Adult directed activities:

- Weekly PE lessons with a focus on gymnastics

- handwriting if children have appropriate shoulder strength and ability to rotate wrists
- Children use appropriate pencils or use pencil grips if required
- Following and creating patterns on a large and small scale

Understanding the World

Objectives: Past and Present:

- **Compare and contrast characters from stories, including figures from the past**
- Develop an understanding that things were different in the past and know things happened before they were born
- Know that events of the past have impacted celebrations and events today e.g. Christmas, Diwali
- Use simple language that relates to the passing of time

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

Objectives: The Natural World:

- Explore the natural world around them.
- Describe what they see, hear and feel when outside
- Understand the effect of changing seasons on the natural world around them e.g. weather, plants, animals etc.
- Play and explore outside in all seasons and in different weather
- Observe living things throughout the year
- 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
- Visits from members of the community from different faiths (look for faiths and communities that reflect the current cohort)
- 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:

- Minibeast hunt
- Making nature crowns
- Making winter ribbon wands

Expressive Arts and Design

Creating With Materials:

- Explore, use and refine a variety of artistic effects to express their ideas and feelings
- Create collaboratively, sharing ideas, resources and skills

Being Imaginative and Expressive:

- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Watch and talk about dance and performance art, expressing their feelings and

- Return to and build on their previous learning, refining ideas and developing their ability to represent them

Painting:

- Use increasingly complex tools - e.g. Smaller paintbrushes, cotton buds/ sticks, twigs, various paints
- Self-selection
- Creating textured paint
- Using different techniques e.g. dabbing, strokes

responses.

- Develop storylines in their pretend play.
- Learn to sing nursery rhymes and action songs.

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.'