

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 1

Maths

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<p>Week 1 and Week 2</p> <p>Induction</p>	<p>Week 3</p> <ul style="list-style-type: none"> - Subitise 1 and 2 - Subitise within 3 - Represent quantities on their fingers in different ways - Identify subgroups of 1, 2 and 3 within larger arrangements. - Compare size <p>Inside Opportunity:</p> <p>Encourage children to use various objects to match a model pattern or to create their own different patterns of 3 on the cards.</p> <p>Outside Opportunity:</p> <p>Use paper plates or large hoops outside to make bigger arrangements of 1, 2 or 3.</p>	<p>Week 4</p> <ul style="list-style-type: none"> - Hear and join in with the counting sequence to 5, including using songs and rhymes - Hear and join in with the counting sequence to 5, including using songs and rhymes - Practise counting each object, action or sound once and only once - Record the results of their count - Compare mass <p>Inside Opportunity:</p> <p>Provide a selection of containers that allow for the development of 1:1 correspondence, e.g. ice cube trays so the children can put 1 object in 1 space.</p> <p>Outside Opportunity:</p> <p>Play skittles in the outdoor environment so the children can count how many skittles they have knocked down.</p>	<p>Week 5</p> <ul style="list-style-type: none"> - Know that 2 is made of 1 and 'another 1' - Identify when a collection is composed of 3 objects - Identify when a collection is composed of 3 objects - Identify when a collection is composed of 3 or NOT 3 - Compare capacity <p>Inside Opportunity:</p> <p>Create their own subitising cards to use with their friends. They could decorate the cards by sticking on shiny shapes (craft shapes) or using stampers. The children can then sort and match the cards created into 'all the 3s/all the 4s'.</p> <p>Outside Opportunity:</p> <p>Provide paper cake cases and small objects [e.g. acorns, pom-poms, dried beans, etc.] for the children to make repeated collections of 3 or 4.</p>	<p>Week 6</p> <ul style="list-style-type: none"> - Subitise arrangements of 2 and 3 - Subitise auditory patterns up to 3 - Show small quantities on their fingers - Use positional language to describe patterns of 4 - Explore simple patterns <p>Inside Opportunity:</p> <p>Use square tiles or pieces of card to make different arrangements of Numberblock Four. How many different arrangements can be made? How are they the same and how are they different? Some children might want to record what they have made.</p> <p>Outside Opportunity:</p> <p>Allow the children to explore how to make patterns of sound with different instruments.</p>	<p>Week 7</p> <ul style="list-style-type: none"> - Represent a given number on their fingers without looking - Compare 2 sets of objects and say which is 'more than' - Compare 2 sets of objects and say which is 'more than' or 'fewer than' <p>Inside Opportunity:</p> <p>Provide opportunities for the children to play the whole-class game from Session 1 by themselves in the environment, e.g. with a large blanket and toys in the outside area.</p> <p>Outside Opportunity:</p> <p>Set up a game of skittles, using empty plastic bottles or similar items, and allow the children to try knocking them down by rolling a large, soft ball. Ask the children:</p> <p><i>Who has knocked over more than [...]?</i> <i>How do we know?</i> <i>Who has knocked over fewer than [...]?</i></p>

Supported and developed through:

- 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 Induction	Week 2 Induction	Week 3 - s - a - t - p	Week 4 - i - n - m - d	Week 5 - g - o - c - k Tricky word: is	Week 6 - ck - e - u - r Tricky word: I
Week 7 - h 2. b 3. f 4. l 5. Review Tricky word: the	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

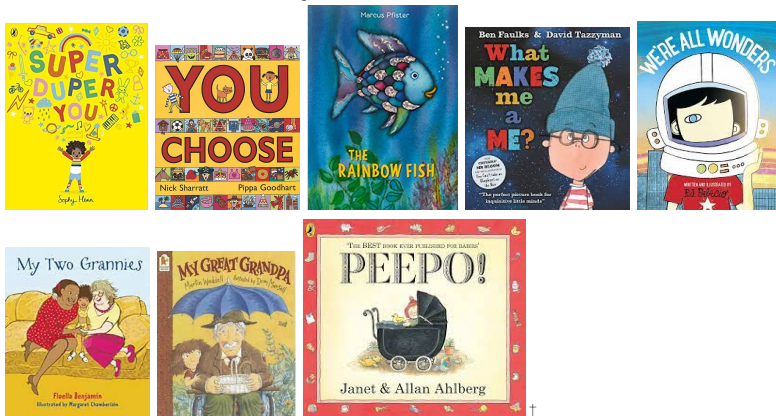
Week 1 Induction - stories about starting school	Week 2 Induction - stories about starting school Produce 'door work'	Week 3 	Week 4 	Week 5 	Week 6 
Week 7 	Objectives: <ul style="list-style-type: none">- Compose a verbal or written response to each core text- Establishing dominant hand- Developing pencil grip and working towards tripod grip if appropriate for the child's stage of development- Giving meaning to marks- Begin to form 'Phase 2' graphemes as children are exposed to them in phonics sessions- 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:

- Child led learning: Children will be provided with a range of reading and writing opportunities to engage with the core text of the week
- Exposure to letter formation during Little Wandles sessions
- 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:

- Engage in story times
- 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:

- Understand how to listen carefully and why listening is important
- Engage in storytimes
- Listen to and talk about stories
- Listen carefully to rhymes and songs, paying attention to how they sound
- Develop social phrases

Supported and developed through Continuous Provision by:

- Home visits establish that relationship and allow staff to understand home language/s and communication style
- A child centred transition to school
- High quality interactions between adults and children are key
- Children have sufficient opportunity to make choices about their learning within the Continuous Provision and to interact with their peers

- 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:

- Introduce carpet sessions and reinforce expectations
- Explicitly introduce good listening skills and encourage children to follow instructions accurately
- Introduce daily story time, ensuring children are exposed to a range of text types
- Listen to a range of songs and poems and encourage children to learn the identified song / poem for the term
- Show and tell time
- Use Seesaw to comment on photos of their families, naming who they can see and what relation they are to them
- Use photos on Seesaw to talk about what they do with their family and places they have been. Can draw similarities and make comparisons

Personal Social Emotional Development

Objectives:

- See themselves as a valuable individual
- Develop confidence in the familiar school environment
- Develop confidence and skills needed to manage the school day
- Manage their own needs - personal hygiene e.g. toileting, handwashing etc
- Develop confidence in the familiar school environment
- Identify and express their feelings
- Begin to think about the perspective of others
- Begin to moderate their feelings
- Begin to build constructive and respectful relationships

Supported and developed through Continuous Provision by:

- Forming positive relationships with a variety of children and adults through positive interactions within the provision
- Supporting children's play
- Establish provision routines and expectations
- Independent use of toilets and putting coats and wellies on etc
- Hand washing routines for toileting and before eating
- Opportunity to try things for the first time through the continuous provision
- Game opportunities for turn taking e.g. card and board games
- Introduce self service healthy snack area in class

Adult directed activities:

- Establish class rules and routines and children joining in with these
- Introduce zones of regulation and associated language
- Introduce Hitherfield Learner Dispositions

Physical Development

Fine Motor Objectives:

- Develop their small motor skills so they can use a range of tools competently, safely and confidently.

Gross Motor Objectives:

- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
- Develop the skills they need to manage the day successfully such as lining up and queuing and mealtime

Taught PE session - Dance Till You Drop

- Control their body when performing a sequence of movements
- Join a range of different movements together.
- Change the speed of their actions.
- Change the style of their movements.

Supported and developed through Continuous Provision by:

- 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
- Specific fine motor area utilised to develop cutting, threading, picking up and manipulating small objects
- Following and creating patterns on a large and small scale
- 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:

- Exposure to letter formation in daily phonics sessions
- Handwriting sessions

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 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:

- Taught PE sessions once per week - Dance Till You Drop

Understanding the World

Objectives: Past and Present:

- Begin to make sense of their own life story and family history

Objectives: People, Culture and Communities:

- Talk about members of their immediate family and community
- Name and describe people who are familiar to them
- Learn to take care of themselves
- Explore features within the school setting and its locality.
- Draw information from a simple map
- Name and locate the School locality and local area of Streatham / Tulse Hill

Objectives: The Natural World:

- Understand the effect of changing seasons on the natural world around them e.g. weather, plants, animals etc
- Explore the natural world around them
- Describe what they see, hear, feel whilst outside

<p>Supported and developed in Continuous Provision by:</p> <ul style="list-style-type: none"> - Home based role play opportunities - Small world play <p>Adult directed activities:</p> <ul style="list-style-type: none"> - Discuss the significance and stories behind their names 	<p>Supported and developed in Continuous Provision by:</p> <ul style="list-style-type: none"> - Home based role play opportunities - Small world play <p>Adult directed activities:</p> <ul style="list-style-type: none"> - Self portraits - Use Seesaw to comment on photos of their families, naming who they can see and what relation they are to them -Use photos on Seesaw to talk about what they do with their family and places they have been. Can draw similarities and make comparisons - Visits from older relatives with interesting stories - Talking about the differing composition of families - Looking at physical similarities and differences as well as likes and dislikes. - Sorting and classifying by physical attributes - Tour of their new school environment -Name of road and town the school is in - Aerial photos of local area 	<p>Supported and developed in Continuous Provision by:</p> <ul style="list-style-type: none"> - Using magnifying glasses to explore and investigate - - Provide natural materials to explore <p>Adult directed activities:</p> <ul style="list-style-type: none"> - Tour of their new school environment and outdoor area, observing plants and natural items. - Autumnal walk with associated language - Autumnal investigation station <p><i>Outdoor learning opportunities:</i></p> <ul style="list-style-type: none"> - Leaf kebabs - Tempting treasures - Stick creations - Leaf streamers
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Expressive Arts and Design

<p>Creating With Materials:</p> <ul style="list-style-type: none"> - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Create collaboratively, sharing ideas, resources and skills. - talk about what they have produced, describing simple techniques and media used. - Deliberately try to combine shapes and lines together and their pictures start to look like the images they describe. - Include details – such as facial features - Explore tone through colour mixing. 	<p>Being Imaginative and Expressive:</p> <ul style="list-style-type: none"> -Learn to sing nursery rhymes and action songs -Explore, use and refine a variety of artistic effects to express their ideas and feelings.
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<p>Supported and developed through Continuous Provision by:</p> <ul style="list-style-type: none"> - Provide free choice and process driven art activities - paint, collage and drawing, pens, craft materials <p>Adults are aware of the stages of development in terms of art and design but might introduce children within the Continuous Provision to:</p> <ul style="list-style-type: none"> - Scissors if not already confident - Using glue to join flat surfaces - Painting on upright easels and with large brushes - Printing with stampers and sponges <p>Adult directed activities:</p> <ul style="list-style-type: none"> - Painted self portraits; some children will explore tone through colour mixing - Collaborative whole school art project 	<p>Supported and developed through Continuous Provision by:</p> <ul style="list-style-type: none"> -Provide access to role play clothing/resources, instruments, visual/media stimuli. Children are provided open ended resources to facilitate child led imaginative exploration. - Performance stage in the outdoor area <p>Adult directed activities:</p> <ul style="list-style-type: none"> -Sing songs as a class -Nursery rhyme actions -Role play shared stories -Props for retelling stories in the environment / small group activity with the teacher
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