

| Medium Term Planning | | | |
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| Topics: Room on the Broom Reception W.B. 15.10.23 3-4 yrs & Reception Development Matters Statements | | | |
| Personal, Social and Emotional Development | Communication and Language | Physical Development | |
| <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Build constructive and respectful relationships.</p> <p>Think about the perspectives of others.</p> <p>Activities:</p> <p>Discuss ideas about what could go in the potion.</p> <p>Work as a group to act out the story of ‘Room on the Broom’ & develop other stories in the witch’s house.</p> <p>-Children to come to school dressed in spooky clothes for a disco.</p> | <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use a wider range of vocabulary.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</p> <p>Use new vocabulary in different contexts.</p> <p>Listen to & talk about stories to build familiarity & understanding.</p> <p>Retell the story some as exact repetition & some in their own words.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary in different contexts.</p> <p>Activities:</p> <p>Talk about the potion: Which words can go into the pot?</p> <p>Introduce & use vocabulary related to witches and wizards potions, e.g. slimy, disgusting, rotten...</p> <p>Play games pretending to be witches and wizards making magic spells.</p> <p>Act out story & retell story using story maps of ‘Room on the Broom’</p> <p>Act out stories in the witch’s house.</p> | <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Are increasingly able to use & remember sequences & patterns of music which are related to music & rhythm.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Revise & refine the fundamental movement skills they have already acquired e.g. running, skipping, hopping etc.</p> <p>Activities:</p> <p>Broom stick races around Butterfly Garden</p> <p>Fiddly fingers: rescue the spiders from the webs.</p> <p>Write a list of rhyming words for the potion.</p> <p>Cut out stick puppets</p> <p>Halloween Disco</p> | |
| The Specific areas of learning | | | |
| Literacy | Mathematics | Understanding the World | Expressive Arts and Design |
| <p>Develop their phonological awareness, so that they can:- spot and suggest rhymes- count or clap syllables in a word- recognise words with the same initial sound, such as money and mother</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy.</p> <p>Write some or all of their name.</p> <p>Read individual letters by saying the sounds for them.</p> <p>Form lower case letters correctly.</p> <p>Spell words by identifying the sounds & then writing the sound with letters.</p> <p>Blend sounds into words.</p> <p>Activities</p> <p>Decide which items can go into the cauldron (CVC rhyming items)</p> <p>Write a list of objects which can go into the cauldron to cast a spell.</p> <p>Sequence pictures from story</p> <p>Read simple sentences to match the picture.</p> <p>Use mighty writer to retell story.</p> | <p>Recite numbers past 5.</p> <p>Show ‘finger numbers’ up to 5.</p> <p>Count objects, actions and sounds.</p> <p>Subitise</p> <p>Link the number symbol with its cardinal value.</p> <p>Compare numbers</p> <p>Compare length, weight, capacity.</p> <p>Activities</p> <p>Count out items to put in the potion.</p> <p>Match the correct numeral to the number of items in the recipe.</p> <p>Put number of spooky objects into correct numbered box.</p> <p>Count groups of spooky objects between 8 & 14</p> <p>Order coloured potions by capacity</p> <p>Understand the 1 more/1 less relationship between consecutive numbers.</p> | <p>-Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Activities</p> <p>Find out about Hallowe’en and talk about how they celebrate at home.</p> | <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Develop storylines in their pretend play.</p> <p>Sing in a group or on their own increasingly matching the pitch & following the melody.</p> <p>Activities</p> <p>Create witch and wizard pictures.</p> <p>Make spider’s web using string</p> <p>Cut out bats & attach string</p> <p>Act out ‘Room on the Broom’ story.</p> |