

Stories: Pip & Posy, Goat Goes to Playgroup, Hungry Caterpillar, Gingerbread Man, Starting School (Allan Alberg)

## Medium Term Planning

Vocab: family, sister, brother, pets, home, happy, sad, worried, scared, eyes, hair, long, short, kind hands & feet, good friend, share, good listener

### Topics: Myself & Beginning Reception W.B. 3.9.24 3-4 yrs & Reception Development Matters Statements

Personal, Social and Emotional Development	Communication and Language	Physical Development
<p>Become more outgoing with unfamiliar people, in the safe context of their setting.            Show more confidence in new social situations.            Play with one or more other children, extending and elaborating play ideas.            Increasingly follow rules, understanding why they are important.            Do not always need an adult to remind them of a rule.            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.            Build constructive and respectful relationships.</p> <p><b>Activities</b>            Explain &amp; follow the Reception routines including how we keep each other safe at school.            Discuss &amp; write a list of ways we can be a good Reception class friend.            T &amp; TAs to support child initiated play with peers            Act out stories in home corner with our friends in role play &amp; small world play            Learn our friend's names            Children talk about who is in their family.</p>	<p>Enjoy listening to longer stories and can remember much of what happens.            Use a wider range of vocabulary.            Understand a question or instruction that has two parts.            Sing a large repertoire of songs.            Know many rhymes, be able to talk about familiar books, and be able to tell a long story.            Can start a conversation with an adult or a friend and continue it for many turns.            Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."            Use new vocabulary in different contexts.            Listen carefully to rhymes and songs, paying attention to how they sound.            Learn rhymes, poems and songs.</p> <p><b>Activities</b>            Play in the home corner            Children describe themselves &amp; each other &amp; their features e.g hair colour, eye colour etc.            Circle Time activities-can they do an action and describe what they like to do, play with, eat etc.Kim's game-identify missing object.            Communicate when playing with peers.            Introduce words of the week linked to the school routine.</p>	<p>Start taking part in some group activities which they make up for themselves, or in teams.            Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.            Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.            Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.            Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.            Use one-handed tools and equipment, for example, making snips in paper with scissors.            Use a comfortable grip with good control when holding pens and pencils.            Start to eat independently and learning how to use a knife and fork.            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.            Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p><b>Activities</b>            Use a dominant hand to carry out 'fiddly fingers' activity.            Write name by tracing over letters            Label a picture by writing the initial sounds next to the objects            Make themselves or their friend with playdough.            Use knife &amp; fork at lunchtime            Paint pictures of themselves and display in the classroom.</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            Engage in extended conversations about stories, learning new vocabulary.            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.            Write some or all of their name.            Read individual letters by saying the sounds for them.</p> <p><b>Activities</b>            Identify the initial sound they can hear.            Write the initial sound they can hear next to a picture.            Write any other sounds they can identify in the word.            Practice writing &amp; recognising their names.            Recognise friends' names hidden in Butterfly Garden.            Recognise their names on individual named resources.            Read ORT big book stories to introduce names of characters.            Children trace over names &amp; colour in pictures.            Draw &amp; paint pictures of themselves for front cover of writing folder &amp; to display in classroom.            Make name with playdough, letter stampers etc            Clap syllables to new pirate vocab</p>	<p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.            Discuss routes and locations, using words like 'in front of' and 'behind'.            Recite numbers past 5.            Say one number for each item in order: 1,2,3,4,5.            Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').            Show 'finger numbers' up to 5.            Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Count objects, actions and sounds.</p> <p><b>Activities</b>            Play games to match numerals and quantity.            Count to 10 and identify numeral on the number line.            Count out the correct number of objects to match the numeral            Introduce 10 frame for registration photos            Use 10 frame for counting objects on TV screen for whole class teaching sessions.            Rote counting rhymes &amp; rote counting.</p>	<p>Continue to develop positive attitudes about the differences between people.            Talk about members of their immediate family and community.            Name and describe people who are familiar to them.            Compare and contrast characters from stories, including figures from the past.</p> <p><b>Activities</b>            -Talk about what they did over the Summer.            -Discuss their physical features-how are they similar/different to their friends.            -Circle Time-Do they like doing/ playing with the same thing?            -Talk about their families.            Read stories about different families.</p>	<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.            Draw with increasing complexity and detail, such as representing a face with a circle and including details.            Take part in simple pretend play, using an object to represent something else even though they are not similar.            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><b>Activities</b>            -Make playdough figures e.g. themselves, their friends, pirates etc.            -Act out simple stories in the Home Corner inside &amp; outside. Which family members are in it?            -Draw &amp; paint themselves &amp; their families.</p>