

Reception Medium Term Planning

Date: Autumn 1	Topic: What makes me special? (Favourite foods and trying new things)
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Key Learning Objectives:	Assessment for Learning:
<p>PSED Play in a group, extending play ideas, e.g. building up a role play activity with other Demonstrate friendly behaviour forming good relationships with peers and familiar adults Select and use activities and resources with help Enjoy responsibility of carrying out small tasks, e.g. taking messages, the register back Show awareness of own feelings and know that some actions and words can hurt others</p>	<p>I can enter the classroom happily and without distress I can share toys and play alongside more than one friend I can find or ask for equipment I need in the classroom I can use my teachers and adults names correctly I can complete a very simple 'job' given by an adult. I can show kindness to my friends to follow the class rules. I know the names of my friends in class</p>
<p>CLL Listen to others, one to one or in small groups Follow simple directions Respond to simple instructions, e.g. to get or put away and objects Understand use of objects, e.g. "What do we use to cut things?" Retell a simple past event in the correct order, e.g. walked across rope, jumped off</p>	<p>I can listen to a story on the carpet and answer a recount question about what I have read. I can follow a one part instruction I can follow a two part instruction I can use one or two social phrases in the shop role play i.e. please may I... do you have... how much is that... I can tell you about my weekend using pictures as a prompt. I can tell you about the activity I have just completed. I can collect the equipment I need in the classroom.</p>
<p>PD Move with confidence in a range of ways, e.g. slithering, sliding, and hopping Draw lines and circles using big and small movements</p>	<p>I can jump and skip outside I can begin to hop on one foot I can hold scissors to cut I can hold a pencil and begin to use a tripod grip I can sort common foods into healthy and unhealthy.</p>

<p>Use one handed tools and equipment, e.g. make snips in paper with child scissors</p> <p>Hold pencil near the point between the first two fingers and thumb and use it with good control</p>	
<p>Literacy</p> <p>Be well on their way to recognising the 31 sounds taught as part of the Read, Write Inc. Phonics Programme.</p> <p>Know how to handle books carefully both in the book corner and those they take home with them</p> <p>Should be able to write their first name forming the letters correctly</p>	<p>I can write a recognisable version of my name.</p> <p>I can write the correct version of my name.</p> <p>I can answer simple one question about a story we have read</p> <p>I can share ideas about a story I have read</p> <p>I can recognise up to 25 RWI sounds</p> <p>I can form up to 10 RWI letters correctly and without guidance</p>
<p>Mathematical Development</p> <p>Use number names and number language in their play</p> <p>Recites numbers in order to 10</p> <p>Know that numbers identify how many objects are in a set</p> <p>Begin to represent numbers using fingers, marks on paper or pictures</p> <p>Match numeral and quantity correctly</p> <p>Show an interest in shape and space by playing with shapes and making arrangements with objects.</p> <p>Show awareness of similarities of shapes in the environment, e.g. recognising the Abbey clock face is a circle</p>	<p>I can recite numbers to 10 correctly.</p> <p>I can count up to ten objects</p> <p>I can recognise the numerals 1 - 5</p> <p>I can match the correct number of objects to numerals to 5.</p> <p>I can say which group has more and which has fewer</p> <p>I can use marks or numerals to show the total in a set</p> <p>I know when I have counted the total number of objects in a set</p> <p>I can create pictures and images with the shapes in class</p> <p>I can name some simple 2d shapes</p>
<p>KUW</p> <p>Develop geographical language, town, road, path to describe their local environment</p> <p>Identify local features in and around Amble, include some of these features in a simple map</p> <p>To select apps on the iPads</p>	<p>I can tell you two things about myself</p> <p>I can tell you where I live</p> <p>I can describe my house with support</p> <p>I can tell you my favourite place to visit</p> <p>I can tell you about the people who live in my house</p> <p>I can tell you about my previous birthday using pictures as support</p> <p>I can tell you one thing about my summer holidays</p> <p>I can independently choose an app on the Ipad</p>

Show an interest in the lives of people who are familiar to them Remember and talk about significant events in their own experience Recognise and describe special times or events for family or friends	
EA&D Join in with dance and circle games Sing a few familiar songs Uses various construction materials Use movement to express feelings Create movement in response to music	I can initiate pretend play in the role play area I can join in with class songs I can sing up to 3 nursery rhymes I can use my body to respond to music I can use the construction materials in class to create a version of my house

Learning Intention	Key Vocabulary / Key Questions
PSED	How do you feel today? Why do you feel like that? How do we sit on the carpet? Why is it important we follow these rules? Why is it important we eat healthy food?
CLL	Look for your name then choose a job. Can I buy... please? What does a shop worker do? How can we make this better?
PD	Who is next in the game? How can we move more quickly? Why is eating fruit and vegetables important? Is eating lots of cake good for you? Why?
Literacy	Why is Handa helpful? Which fruits have you tried or seen before? Which animals take the fruit? What sound is at the beginning of...? Do you know this sound?
Mental Maths	Which number comes next?

	<p>What number comes before?</p> <p>Can you count to 10?</p> <p>How do you know how many we have? Can you show me that?</p>
Mathematics	<p>Which has more? How do you know? Which has fewer? How do you know? Which comes next?</p>
KUW	<p>Where do you like to visit? Where is your favourite place in Amble? How do you celebrate your birthday? What did you do in the holidays?</p>
EA&D	<p>What comes next in humpty dumpty? Do you like this song? Why / why not?</p>