



## Reception Medium Term Plan – Term 1 – ‘Getting to know you... Getting to know all about you!!’

Baseline Assessments. Settling in to school. Getting to know you... what you can do already, your interests, likes/dislikes, your family, your home, your local area.

*In the EYFS we learn through play based upon the children’s interests, all the children have different starting points so we cover a range of objectives from the document ‘Development Matters’ usually in the 30-50 and 40-60 month age bands.*

Area of learning	What are we learning?
PSED	<ul style="list-style-type: none"> <li>• Circle times – discussing friendships, feelings, families.</li> <li>• Group/whole class discussions promoting children to share their own ideas and opinions.</li> <li>• Promoting fairness in their play (sharing and taking turns).</li> <li>• Helping children to become more confident in their new environment and using the activities and resources independently.</li> <li>• Encouraging children to follow the rules and routines at school.</li> </ul>
C&L	<ul style="list-style-type: none"> <li>• Circle times.</li> <li>• Promoting conversation e.g. at the snack table.</li> <li>• Role play.</li> <li>• Sharing stories and recalling.</li> </ul>
PD	<ul style="list-style-type: none"> <li>• Using the outdoor area – bikes, climbing frames, balls, moving in a variety of ways.</li> <li>• Promoting a good pencil grip.</li> <li>• Fine motor control activities – see Funky Fingers area in enhanced environment planning.</li> <li>• Playdough/other malleable materials.</li> <li>• Encouraging healthy eating and healthy living discussions e.g. at the snack table.</li> </ul>
Lit	<ul style="list-style-type: none"> <li>• Sharing a range of stories/non-fiction books and encourage children to join in and recall. Suggest how stories might end.</li> <li>• Individual reading books (most children to start with picture books and retelling a story using the pictures) – describe settings, main events &amp; characters.</li> <li>• Choose to look at books, showing an interest in illustrations and print, holding the book carefully the correct way up and turning pages.</li> <li>• Phonics – Phase 1 recap (1-2weeks) then Phase 2. Phase 1 – tuning into sounds, listening for rhyme and alliteration. Phase 2 – linking sounds to letters, recognising initial sounds and orally blending and segmenting.</li> <li>• Recognise own name and logos, encouraging name writing.</li> <li>• Mark making and ascribing meaning.</li> <li>• Using letters to communicate meaning.</li> </ul>
Maths	<ul style="list-style-type: none"> <li>• See Hamilton Trust MTP.</li> </ul>
UW	<ul style="list-style-type: none"> <li>• Discussions, in play and through circle times - Talk about families, events in past and present, homes, where we live, likes, dislikes, interests. Comment and ask questions about where we live and the natural world.</li> <li>• Recognise and talk about the jobs people do – what would we like to do when we grow up?</li> <li>• Within conversations and as topics arise e.g. festivals - Discuss similarities and differences between family and friends.</li> </ul>

	<ul style="list-style-type: none"> <li>• Encourage children to share their experiences of family customs and routines.</li> <li>• Ask children to talk about things they have observed.</li> <li>• Ask children questions about why things happen and how things work.</li> <li>• Develop an understanding of growth, decay and changes over time – how we grow (babies to adults), plants, food, animals.</li> <li>• Show care and concern for living things and the environment (classroom, outdoor area, pets).</li> <li>• Talk about similarities, differences, patterns and change between people, environments, animals.</li> <li>• Have access to and encourage use of the CD Player, Beebots, Cameras, iPads, Computer.</li> <li>• Use the internet to find information (alongside adults).</li> <li>• Play computer games and allow children to complete simple programs.</li> <li>• Banbury Fair – 18<sup>th</sup> October</li> <li>• Diwali (if relevant) – 19<sup>th</sup> October</li> </ul>
EAD	<ul style="list-style-type: none"> <li>• Realises tools can be used for a purpose.</li> <li>• Rhyme of the week – sing familiar songs. Watch to see if children sing to themselves and make up simple songs.</li> <li>• Dance and ring games – outside/during PE slots.</li> <li>• Play music outside and promote movement to music and moving rhythmically.</li> <li>• Have a range of musical instruments available and encourage children to explore sounds and how they can be changed. Tap out simple rhythms – structured group input on following a rhythm. Make up own rhythms in free play. Charanga Music Sessions.</li> <li>• Talk about colours when painting and creating and find out how colours can be changed – colour mixing experiments. Use particular colours for a purpose.</li> <li>• Drawing - lines and shapes then moving on to create simple representations.</li> <li>• Explore textures and describe e.g. play dough, moon sand, gloop, jelly etc.</li> <li>• Encourage use of a variety of construction kits and blocks to build towers, create enclosures and balance. Begin to construct with a purpose.</li> <li>• Use making area to experiment with joining and assembling materials and using tools and techniques.</li> <li>• Engage in imaginative role play and small world play, imitate what adults do, build up stories with toys and use available resources to create props and support play.</li> </ul>
Outdoor opportunities	Continuous provision outside, enhanced provision outside, planting, harvesting, autumn walk, number walk, listening walk.
Visits/visitors	
What are we reading?	The Large Family stories, Non-Fiction Family/Body Books, Funnybones, Feeling books – Mr Big, The Selfish Crocodile.