



Reception Medium Term Plan – Term 3 – ‘Winter wonderland!’

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. Here is an overview of how we may cover the objectives.

| Area of learning | What are we learning? |
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| PSED | <ul style="list-style-type: none"> • Explains own knowledge and understanding and asks appropriate questions of others. • Describe self in positive terms and talk about abilities. • Negotiate and solve problems without aggression. |
| C&L | <ul style="list-style-type: none"> • Respond to what they hear with relevant comments, questions and actions. • Respond to ideas expressed by others. • Encourage children to use the correct tenses when they speak and extend their vocabulary. • Using language to imagine and recreate roles and experiences – acting out stories we have learnt. • Introduce a storyline or narrative into play. |
| PD | <ul style="list-style-type: none"> • Continue to use the outdoor area – climbing frames (balance, over, under, through, around), moving in a variety of ways & negotiating space when using the playground. • Encouraging all children to use the tripod pencil grip and practicing letter formation using RWI letter patter. • Fine motor control activities – see Funky Fingers area in enhanced environment planning. • Continuing to talk about how to be healthy and eat healthy foods – tooth brushing. • Children should be demonstrating the need for safety e.g. walking inside, using the outside equipment. |
| Lit | <ul style="list-style-type: none"> • Individual reading books – all children to have a book with words. Begin to read words and simple sentences. • Name and sound the letters of the alphabet. • Phonics – Phase 2 – linking sounds to letters, recognising initial sounds and orally blending and segmenting. Phase 3 – new sounds, blending/segmenting and applying this knowledge in their reading and writing. • Continue to practice name writing if needed. • Mark making, using letters to represent meaning, representing some sounds correctly and in sequence, writing captions – depending on ability. • Encourage more able to read and write independently in child initiated time. These children should be reading and writing simple sentence. |
| Maths | <ul style="list-style-type: none"> • See Hamilton Trust MTP. • Ongoing problem solving and challenging questions to extend knowledge during child initiated time. |
| UW | <ul style="list-style-type: none"> • Winter focus – similarities and differences in relation to places e.g. arctic, discussing why things occur and changes that happen. • Give children the opportunity to talk about events that have happened or are to happen at home. Encourage children to think about the similarities and differences between themselves and others. (Christmas festival). • Seasons – how are they changing over time? • Have access to and encourage use of the CD Player, Beebots, Cameras, iPads, Computer. Complete simple computer programs. • Allow children to choose to use technology for a purpose. • Use the internet to find information (alongside adults). |

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| EAD | <ul style="list-style-type: none"> • Continue 'Charanga' music lessons – one session per week. See separate MTP. • 'Take one picture' project and exhibition of work. • Rhyme of the week – sing familiar songs. Children to build up a bank of songs and rhymes. • Continue to provide opportunities to use musical instruments and follow/make up their own rhythms. • Manipulate materials such as dough to achieve a planned effect. • Use simple tools and techniques competently and appropriately. • Children to create representations of events, people and objects when drawing, painting and using other medium. • Provide a range of construction kits and junk modelling so children can construct with a purpose in mind. • Begin to add storylines to their imaginative play in the role play or using small world play. |
| Outdoor opportunities | Continuous provision outside, enhanced provision outside, using the outdoor area to investigate the season/weather e.g winter, ice, frost, snow. |
| Visits/visitors | Frank wise visiting us. |
| What are we reading? | Information books about weather, winter, animals, Arctic/Antarctic. A range of fiction and traditional tales depending on child's interests. |