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.*

<table>
<thead>
<tr>
<th>Area of learning</th>
<th>What are we learning?</th>
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| **PSED**         | • Circle times – discussing friendships, feelings, families.  
                   • Group/whole class discussions promoting children to share their own ideas and opinions.  
                   • Promoting fairness in their play (sharing and taking turns).  
                   • Helping children to become more confident in their new environment and using the activities and resources independently.  
                   • Encouraging children to follow the rules and routines at school. |
| **C&L**          | • Circle times.  
                   • Promoting conversation e.g. at the snack table.  
                   • Role play.  
                   • Sharing stories and recalling. |
| **PD**           | • Using the outdoor area – bikes, climbing frames, balls, moving in a variety of ways.  
                   • Promoting a good pencil grip.  
                   • Fine motor control activities – see Funky Fingers area in enhanced environment planning.  
                   • Playdough/other malleable materials.  
                   • Encouraging healthy eating and healthy living discussions e.g. at the snack table. |
| **Lit**          | • Sharing a range of stories/non-fiction books and encourage children to join in and recall. Suggest how stories might end.  
                   • Individual reading books (most children to start with picture books and retelling a story using the pictures) – describe settings, main events & characters.  
                   • Choose to look at books, showing an interest in illustrations and print, holding the book carefully the correct way up and turning pages.  
                   • 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.  
                   • Recognise own name and logos, encouraging name writing.  
                   • Mark making and ascribing meaning.  
                   • Using letters to communicate meaning. |
| **Maths**        | • See Hamilton Trust MTP. |
| **UW**           | • 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.  
                   • Recognise and talk about the jobs people do – what would we like to do when we grow up?  
                   • Within conversations and as topics arise e.g. festivals - Discuss similarities and differences between family and friends. |
- Encourage children to share their experiences of family customs and routines.
- Ask children to talk about things they have observed.
- Ask children questions about why things happen and how things work.
- Develop an understanding of growth, decay and changes over time – how we grow (babies to adults), plants, food, animals.
- Show care and concern for living things and the environment (classroom, outdoor area, pets).
- Talk about similarities, differences, patterns and change between people, environments, animals.
- Have access to and encourage use of the CD Player, Beebots, Cameras, iPads, Computer.
- Use the internet to find information (alongside adults).
- Play computer games and allow children to complete simple programs.
- Banbury Fair – 18th October
- Diwali (if relevant) – 19th October

### EAD

- Realises tools can be used for a purpose.
- Rhyme of the week – sing familiar songs. Watch to see if children sing to themselves and make up simple songs.
- Dance and ring games – outside/during PE slots.
- Play music outside and promote movement to music and moving rhythmically.
- 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.
- Talk about colours when painting and creating and find out how colours can be changed – colour mixing experiments. Use particular colours for a purpose.
- Drawing - lines and shapes then moving on to create simple representations.
- Explore textures and describe e.g. play dough, moon sand, gloop, jelly etc.
- Encourage use of a variety of construction kits and blocks to build towers, create enclosures and balance. Begin to construct with a purpose.
- Use making area to experiment with joining and assembling materials and using tools and techniques.
- 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.

### 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.