**Reception Medium Term Plan – Term 2 – ‘It’s beginning to look a lot like Christmas...!’**

*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.*

<table>
<thead>
<tr>
<th>Area of learning</th>
<th>What are we learning?</th>
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</table>
| **PSED**         | • Initiating conversations with their classmates and adults. Take account of what others say.  
                  • Being confident to speak to others about their own wants, needs and interests.  
                  • Children should now show that they are aware of the boundaries and behavioural expectations at school. |
| **C&L**          | • Children will be demonstrating that they can sit and listen attentively during groups times.  
                  • Following stories without pictures or props e.g. through Pie Corbett storytelling techniques  
                  • 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. |
| **PD**           | • 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.  
                  • Children should be demonstrating of the need for safety e.g. walking inside, using the outside equipment. |
| **Lit**          | • 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. |
| **Maths**        | • See Hamilton Trust MTP. |
| **UW**           | • Christmas – Nativity story. Talk about and discuss the different festivals we celebrate and that Christmas is a Christian festival.  
                  • Give children the opportunity to talk about events that have happened or are to happen at home.  
                  • Visit to mosque and church – discuss similarities and differences.  
                  • 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). |
| **EAD**          | • 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.

<table>
<thead>
<tr>
<th>Outdoor opportunities</th>
<th>Continuous provision outside, enhanced provision outside, mosque visit, church visit, using the outdoor area to investigate the season/weather e.g winter, ice, frost, snow.</th>
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</thead>
<tbody>
<tr>
<td>Visits/visitors</td>
<td>Visit to the mosque and church.</td>
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<tr>
<td>What are we reading?</td>
<td>Pie Corbett traditional tales, Nativity story, Christmas themed books.</td>
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</tbody>
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