

## Reception Medium Term planning - Autumn Term 1 2015

*This half term our main aim is to settle children into school so they feel safe, happy and understand rules and routines. It is also to establish good home/school links where parents are partners and where children can blossom from a strong base of school and home. We will undertake the Baseline Assessments of the children in the first few weeks of Term, once they have demonstrated a good level of Well-being and Involvement. The children will be assessed in Characteristics of Effective Learning, Personal, Social and Emotional Development, Communication and Language, Physical Development, Literacy and Mathematics. Once these assessments have been made we can begin a full program of learning. In reception class children will have more whole class focus times than in Nursery so it is important to establish clear rules for learning time and for children to understand that learning is fun and important. It is in the children's' best interests to make the planning flexible so that we can plan more from our observations of the children and pursue (extend) their interests. All learning areas will be catered for daily and will be shown on Weekly planning. Children will be encouraged to help planning some afternoons.*

### Communication and Language

- Maintains attention, concentrates and sits quietly
- Responds to instructions involving a two-part sequence
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
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### Physical Development

- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Uses simple tools to effect changes to materials
- Shows some understanding that good practises with regard to exercise, eating, sleeping and hygiene can contribute to good health

### Personal, Social and Emotional

- Confident to speak to others about own needs, wants, interests and opinions
- Initiates conversations, attends to and takes account of what others say.
- Aware of the boundaries set and the behavioural expectations of the setting

### Learning Stimulus

All About Me



### Mathematics

- Recognises numerals 0-5
- Counts objects to 10 using 1:1 correspondence
- Orders two or three items by length and height

Using positional language

### Expressive Arts and Design

- Can sing songs
- Creates simple representations of events, people and places.
- Chooses particular colours for a purpose
- Plays alongside children engaged in the same theme.
- Explores what happens when they mix colours.
- Constructs with a purpose in mind.
- Uses simple tools and techniques

### Literacy

- Gives meaning to marks we make
- Continue a rhyming string
- Ascribes meaning to marks they see in different places
- Writes own name

### Understanding the World

- To look closely at similarities and differences
- Completes a simple program on a computer
- Remembers and talks about significant events in their own experience.