

## Prime Area: Personal, Social and Emotional development



### The children will;

- ♦ Play in a group, extending and elaborating play ideas. Keep play going by responding to what others are saying and doing.
- ♦ Form good relationships in the class, share toys and equipment and be kind to others during play.
- ♦ Select their own resources during free play.
- ♦ Understand and follow class and school rules and boundaries. E.g. 'traffic light' behaviour system.
- ♦ Begin to think about their own feelings and those of others.
- ♦ Explore stories about caring for each other through role-play, small world and puppetry.

## Prime Area: Communication and Language



### The children will;

- ♦ Respond to simple instructions e.g. in P.E. sessions
- ♦ Retell simple past events in correct order. E.g. lots of sequencing games. Recall nursery rhymes accurately.
- ♦ Listen carefully during small group and carpet sessions. Understand the rules of 'good listening.'
- ♦ Use spoken language during imaginative play e.g. when playing in the role play area or with small world toys.
- ♦ Develop vocabulary related to children's interests and embed in spoken language through modelling and 'Magpie' display.

## Prime Area: Physical Development (PD)



### The children will;

- ♦ Move freely and with pleasure and confidence in a range of ways both outside and during P.E. sessions.
- ♦ Manage their own needs in relation to hunger, thirst, toilet and personal hygiene. Begin to develop independent skills in dressing e.g. getting ready for P.E.
- ♦ Use small and large equipment and one-handed tools
- ♦ Promote fine motor control, hand/eye coordination by using threading activities, puzzles, small construction, etc.
- ♦ Draw lines and circles using gross motor skills.
- ♦ Hold a pencil between thumb and two fingers, moving towards conventional tripod grip.

## FS2-Medium Term Planning

Autumn 1

# Reception

This topic plan indicates the areas of the curriculum that will be covered this half-term. Activities to promote the learning of these key skills will be planned for each week in response to the interests of the children. Please also see separate Phonics and Mathematics planning.

## Specific Area: Expressive Arts and Design



### The children will;

- ♦ Learn and sing a range of traditional and modern rhymes
- ♦ Reflect their experiences through a range of different media e.g. painting, model making
- ♦ Explore musical instruments and use them to create different sounds.
- ♦ Play with small world vehicles imaginatively and begin to combine resources to support their imaginative play.
- ♦ Begin to develop ability to make choices about the tools and resources needed to create models, collages etc.

## Specific Area: Understanding the World



### The children will;

- ♦ Know and begin to talk about the ways in which they are similar and unique. Talk about some of the similarities and differences in relation to family and friends.
- ♦ Comment on the things they see and experience both at home and at school.
- ♦ Investigate toys that use ICT or have moving parts
- ♦ Explore simple programs on school ICT

## Specific Area: Literacy



### The children will;

- ♦ Join in with rhyme based activities, learn a range of traditional and modern rhymes, make up their own rhymes.
- ♦ Listen to a range of stories, share books in a variety of situations and join in favourite refrains.
- ♦ Begin to recognise and write their own names and those of their friends.
- ♦ Explore mark-making and begin to ascribe meanings to the marks they make. Begin to write recognisable version of their own name.
- ♦ Look at books carefully and independently.
- ♦ Know information can be relayed in the form of print.
- ♦ Begin RWI Phonics programme

## Specific Area: Mathematics. The children will;



- ♦ Use the language of number in their play activities.
- ♦ Recite numbers in order to 10 .
- ♦ Recognise that anything can be counted including jumps, steps and claps.
- ♦ Count groups of 1-5 objects with consistent accuracy.
- ♦ Explore how to split numbers into different parts e.g. 4+1=5
- ♦ Sharing objects between different groups.
- ♦ Recognise the different ways in which a number can be represented including numerals up to 5
- ♦ Use shapes in play and begin to use appropriate mathematical language to describe them.