

**Reception Planning Term 1a – Favourite Stories and All about me**

Personal Social and Emotional Development	Communication and Language	Physical Development	Literacy
<p><b>What do we want the children to learn?</b></p> <ul style="list-style-type: none"> <li>Show more confidence in new social situations.</li> <li>Play with one or more other children, extending and elaborating play ideas.</li> <li>Increasingly follow rules, understanding why they are important.</li> <li>Manage their own needs. Personal hygiene.</li> </ul>	<p><b>What do we want the children to learn?</b></p> <ul style="list-style-type: none"> <li>Use longer sentences of four to six words.</li> <li>Enjoy listening to longer stories and can remember much of what happen.</li> <li>Sing a large repertoire of songs.</li> <li>Use a wider range of vocabulary.</li> <li>Learn new vocabulary.</li> <li>Develop social phrases.</li> </ul>	<p><b>What do we want the children to learn?</b></p> <ul style="list-style-type: none"> <li>Further develop the skills they need to manage the school day successfully: Start to eat independently and learning how to use a knife and fork.</li> <li>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet.</li> <li>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> </ul>	<p><b>What do we want the children to learn?</b></p> <ul style="list-style-type: none"> <li>Write some or all of their name.</li> <li>Develop their phonological awareness, so that they can:- spot and suggest rhymes- count or clap syllables in a word- recognise words with the same initial sound, such as money and mother.</li> <li>Read individual letters by saying the sounds for them.</li> </ul>
<p><b>How</b></p> <ul style="list-style-type: none"> <li>Settling children as they leave parents.</li> <li>Daily rules reminders and discussions.</li> <li>Visual planner for daily routine.</li> <li>Teach children how to play in the areas, modelling selecting resources, thinking of ideas and tidying away.</li> <li>Social group for – confidence in areas and with new peers.</li> <li>Circle Time: New Beginnings. Encourage children to learn their friends names, work together to complete a challenge and learn how different children like different things.</li> <li>Smiley time – rewarding and consolidating rules and behaviour.</li> </ul>	<p><b>How</b></p> <ul style="list-style-type: none"> <li>Speaking and Listening rules, whole sentence expectation and modelling.</li> <li>Singing Time - daily</li> <li>Milk and Chat – encourage children to engage with listen carefully and speak to a partner. Gain confidence at speaking in front of peers.</li> <li>Attention and Listening interventions.</li> <li>Vocabulary interventions - Rhythm Time</li> <li>Academic vocabulary and Key topic words explained and modelled.</li> <li>Speech and Language interventions.</li> <li>EAL interventions.</li> <li>Encouraging and modelling use of greetings and manners.</li> <li>Morning questions.</li> </ul>	<p><b>How</b></p> <ul style="list-style-type: none"> <li>Fine Motor groups.</li> <li>Encouraging independence with toileting, coats and shoes.</li> <li>Supporting children at lunch time to make choices with food, use manners and teach to use a knife, fork and spoon.</li> <li>Outdoor provision – Bike track, introduction to self service sheds, introduction to climbing equipment.</li> <li>Small construction – fine motors</li> <li>Introduction to writing, art and playdough areas for specific fine motor skills.</li> <li>Carpet time posture and when at writing table.</li> </ul>	<p><b>How</b></p> <ul style="list-style-type: none"> <li>Daily Storytime - predict, discuss setting, author and illustrations.</li> <li>SPAG – Capital letters and full stops.</li> <li>Daily phonics session (Miskin scheme)</li> <li>Phonics 1:1 sessions.</li> <li>Daily name writing for registration.</li> <li>Use of name cards wherever possible – tray, peg, smileys and names on pictures.</li> <li>Story baskets in story area and modelled in literacy time.</li> <li>Book Talk session with Mrs Booth. Time to listen to a story, predict, discuss setting, author and illustrations.</li> <li>Clapping syllables of names.</li> <li>Initial sound of name when using lollypop sticks.</li> <li>Writing opportunities, including date, lists and letters – mark making area.</li> <li>10 Favourite Stories.</li> </ul>
Mathematics	Understanding the world	Expressive Arts and Design	Key Vocabulary/ Questions
<p><b>What do we want the children to learn?</b></p> <ul style="list-style-type: none"> <li>Recite numbers past 5.</li> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>Count objects, actions and sounds.</li> </ul>	<p><b>What do we want the children to learn?</b></p> <ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history.</li> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> <li>Understand the effect of changing seasons on the natural world around them.</li> </ul>	<p><b>What do we want the children to learn?</b></p> <ul style="list-style-type: none"> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> </ul>	<p><b>Topic</b></p> <p>Nursery rhyme characters, Mum, Dad, brother, sister, eyes, head, nose, legs, arms, hands fingers, toes, bottom, hair, tummy, happy, sad, excited, boy, girl Grandma, Nana, Grandad cousins, aunties, uncles, knees, elbows, shoulders, neck, face, hair, eyebrows, nostrils, worried, excited, lonely, frightened, angry, smell, touch, sight, taste, hear.</p>
<p><b>How</b></p> <ul style="list-style-type: none"> <li>Daily routine using visual timetable.</li> <li>Numicon scheme Activity cards 1-???</li> <li>Adult-led maths activities</li> <li>Singing of number rhymes (carpet and outside)</li> <li>Maths area – sorting, numicon shapes and pegs and numerals, subitising to 3.</li> <li>Outdoor maths - ordering Numicon, match numicon to dots (subitising) to park bikes, counting lining up, number songs, leaf collecting and sorting.</li> <li>Tidy uptime – counting resources away, matching shapes.</li> <li>Smiley face – time</li> <li>Measuring each other – comparing heights.</li> </ul>	<p><b>How</b></p> <ul style="list-style-type: none"> <li>Bringing own teddy for Bear hunt day – how long have you had your teddy etc.</li> <li>Visit to St Luke's Church as a welcome service.</li> <li>Family pictures to describe their family and see how families are different to each other.</li> </ul>	<p><b>How</b></p> <ul style="list-style-type: none"> <li>Painting area water colours and palette for colour mixing.</li> <li>Instruments outside on stage.</li> <li>Self-portraits – linking to all about me.</li> <li>Singing time and rhythm time.</li> <li>Mr Duffy music session.</li> <li>Small world – dolls house – telling family stories.</li> </ul>	<p>What is your favourite story and why? Who are your family? How are you different from your friend?</p>