

Reception Planning Term 1b – Celebrations

Personal Social and Emotional Development	Communication and Language	Physical Development	Literacy
<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> Increasingly follow rules, understanding why they are important. Manage their own needs. Personal hygiene. Talk with others to solve conflicts. Understand gradually how others might be feeling. See themselves as a valuable individual. Build constructive and respectful relationships. 	<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver. Learn new vocabulary. Understand how to listen carefully and why listening is important. Listen to and talk about stories to build familiarity and understanding. 	<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Use a comfortable grip with good control when holding pens and pencils. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. 	<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy. Write some or all of their name. Write some letters accurately. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
<p>How</p> <ul style="list-style-type: none"> Daily rules, reminders and discussions. Visual planner for daily routines – children beginning to take ownership. Adults modelling and supporting play – confidence in areas. Magic Bag and Rhythm time. Circle Time: Understanding feelings, conflicts resolutions and friendships. Encourage children to use their friends and teacher’s names. Smiley time – rewarding and consolidating rules and behaviour. Start to introduce – characteristics of effective learning characters – how do we learn? Snack and chat, topic, relate to independent activities. Extra mile display Celebrations – relating to other people families. PE/Get outdoor talking about regular physical exercise. Church walk – being a safe pedestrian. 	<p>How</p> <ul style="list-style-type: none"> Listening rules – modelled and encouraged where possible. Speaking rules – modelled and encouraged where possible. Singing Time – weekly Adults - four comments and a question. Snack and Chat – encourage children to engage, listen carefully and speak to a partner. Gain confidence at speaking in front of peers. No hands up – using lolly pop sticks. Attention and Listening interventions. Vocabulary interventions - Rhythm Time. Academic vocabulary and Key topic words explained and modelled. Speech and Language intervention. EAL interventions and modelling. Encouraging and modelling use of greetings and manners. Morning questions. 	<p>How</p> <ul style="list-style-type: none"> Pe planning – Movement development. Fine Motor groups and within whole class literacy. Dough disco and pen disco. Continuing independence with toileting, coats and shoes. Supporting children at lunch time to make choices with food, use manners and to use a knife, fork and spoon. Outdoor provision – Bike track, using provision correctly, being aware of equipment in different weathers. Gross motor interventions – outside planning. Outdoor activity planning. Small construction – fine motors. Continuing writing, art and playdough areas for specific fine motor skills. Carpet time posture and when at writing table. Let’s get physical – Friday walk. 	<p>How</p> <ul style="list-style-type: none"> Daily Storytime - predict, discuss settings, author and illustrator. SPAG – Capital letters and full stops. Daily phonics sessions (Miskin scheme) Phonics 1:1 sessions. Daily Literacy/writing sessions. Daily name writing for registration. Moving onto surnames where appropriate. Use of name cards wherever possible – tray, peg, smileys and names on pictures. Story baskets in story area and modelled in literacy time. Book Talk sessions with Mrs Booth. Time to listen to a story, predict, discuss setting, author and illustrations. Initial sound of name when using lollypop sticks Writing opportunities, including date, lists and letters – mark making area. Introducing sound mat in all writing areas. 8 Favourite stories – Letters to go out. Phonics station. Fine motor interventions.
Mathematics	Understanding the world	Expressive Arts and Design	Key Vocabulary/ Questions
<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Subitise. Link the number symbol (numeral) with its cardinal number value. 	<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> Continue to develop positive attitudes about the differences between people. Draw information from a simple map. Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community. 	<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> Explore colour and colour-mixing. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. Explore and engage in music making and dance, performing solo or in groups. 	<p>Topic Prime colours, rainbow, light, dark, birthday, Christmas, Diwali, Eid, Christening/Baptism, bonfire night, Easter. Colours, church, mosque, temple, anniversary, transparent, opaque, multi-coloured, Chinese new year.</p> <p>Key Questions Can you tell me about a celebration? How do different families celebrate? What happens when you mix 2 colours?</p>
<p>How</p> <ul style="list-style-type: none"> Daily routine using visual timetable. Numicon scheme activity cards 1-6. Adult-led maths activities. Independent activities. Vocab in construction, water, sand and Questions on displays. Maths display RD – children representing using fingers RS objects in numicon shapes. Outdoor – Measuring each other, 2d shapes and pairing socks, leaf collecting and counting and comparing. 	<p>How</p> <ul style="list-style-type: none"> Visit to St Luke’s Church – different places of worship. Family pictures of Celebrations. Bonfire night firework pictures. Outdoor planning/ Friday walk talking about seasons. Reception Birthday for Mrs Booth. Diwali Introducing the welcome display – looking at where we come from. Christmas activities Owls Visiting 	<p>How</p> <ul style="list-style-type: none"> Painting area water colours and palettes for colour mixing. Instruments and dance equipment on stage. Singing time and rhythm time. Mr Duffy music session. Light box – exploring colour. 	

- Maths area – sorting, numicon shapes and pegs and numerals, subitising to 5, using number lines.
- Tidy uptime – counting resources away and matching shapes.
- Smiley face time – How many have you got, counting on, whose got the same, putting smiles in numicon shape and refer to the numerals.

