

<p><b>Main focus/Theme:</b> Incredible me</p> <p><b>Songs:</b> Good morning song Days of the week song Hello to all the children of the world</p> <p><b>Displays:</b> <b>EAD:</b> Self portraits <b>PSE+L:</b> Incredible me display- exploring children’s personal qualities and interests. Have children’s work displayed – drawing of themselves and their favourite things: food, game, friend, colour, song etc. Have children’s spoken language displayed/ countries and flags too. <b>CL + L:</b> Book corner – children’s quotes about their favourite books and characters. <b>PSE:</b> Behaviour: Super sunshine and traffic lights <b>PSE:</b> Class rules and interactive feelings display <b>Characteristics of effective learning-</b> ongoing and built up throughout the term. Pics of children during free flow play being a “Have a go Hedgehog” “Don’t give up Dory” and quotes from children about what they were doing. Also have photographs of children letting others join in, being kind, taking turns etc. <b>Maths:</b> 10 nice things game with 10 frames And repeating pattern display – interactive <b>UW:</b> Above pegs reflective working wall displaying children’s work from the previous week with quotes. <b>UW+PD:</b> Healthy eating display above snack table- children’s quotes about what fruit they like and why.</p> <p><b>Key texts:</b></p> <ul style="list-style-type: none"> <li>● Incredible me/</li> <li>● My world your world/</li> <li>● My two grannies</li> </ul>	<p><b>Personal, Social and Emotional Development</b></p> <p><b>3-4year olds:</b></p> <ul style="list-style-type: none"> <li>➤ Develop their sense of responsibility and membership of a community.</li> <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>➤ Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</li> </ul> <ul style="list-style-type: none"> <li>❖ See themselves as a valuable individual.</li> <li>❖ Build constructive and respectful relationships.</li> <li>❖ Express their feelings and consider the feelings of others.</li> <li>❖ Identify and moderate their own feelings socially and emotionally.</li> <li>❖ Manage their own needs- Personal hygiene</li> <li>❖ Know and talk about the different factors that support their overall health and wellbeing: ● regular physical activity ● healthy eating</li> </ul> <p><b>Possible activities:</b></p> <ul style="list-style-type: none"> <li>● Establish routines – using songs, visual timetable, countdowns and IWB music.</li> <li>● Develop independence in using the learning environment – where to find resources and how to use resources particularly in model making area.</li> <li>● Marble in the jar system- collaboration and team work</li> </ul>	<p><b>Communication &amp; Language</b></p> <p><b>3-4year olds:</b></p> <ul style="list-style-type: none"> <li>➤ Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>➤ Start a conversation with an adult or a friend and continue it for many turns.</li> <li>➤ Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</li> </ul> <ul style="list-style-type: none"> <li>❖ Understand how to listen carefully and why listening is important.</li> <li>❖ Learn new vocabulary</li> <li>❖ Use new vocabulary through the day.</li> <li>❖ Ask questions to find out more and to check they understand what has been said to them.</li> <li>❖ Develop social phrases</li> <li>❖ Engage in story times.</li> <li>❖ Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>❖ Learn rhymes, poems and songs.</li> </ul> <p><b>Possible activities:</b></p> <p><b>Key Vocabulary:</b></p> <p><b>Linked to routines and starting school:</b></p> <ul style="list-style-type: none"> <li>❖ Good morning, Good afternoon, how are you?</li> </ul> <p><b>Introduction and initiating play:</b></p> <ul style="list-style-type: none"> <li>❖ My name is, please can I play? please can I join in? What games do you like to play? I like playing...</li> </ul>	<p><b>Physical Development</b></p> <p><b>3-4year olds:</b></p> <ul style="list-style-type: none"> <li>➤ Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>➤ Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>➤ Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>➤ Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>➤ Use a comfortable grip with good control when holding pens and pencils</li> <li>➤ Show a preference for a dominant hand.</li> <li>➤ Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</li> </ul> <ul style="list-style-type: none"> <li>❖ Revise and refine the fundamental movement skills they have already acquired: ● rolling ● crawling ● walking ● jumping ● running ● hopping ● skipping ● climbing</li> <li>❖ Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>❖ Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>❖ Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>❖ Further develop the skills they need to manage the school day successfully: ● lining up and queuing ● mealtimes</li> </ul>
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<ul style="list-style-type: none"> <li>● Elmer</li> <li>● You choose</li> <li>● Familiar stories- (Brown bear Brown bear, the ginger bread man, duck in the truck,</li> </ul> <p><b>Role play area: Outside</b></p> <p>House- with children’s family photos on display. and moving on to a small shop – based on My Two Grannies story.</p>	<ul style="list-style-type: none"> <li>● Self-help skills – dressing, toileting, washing hands.</li> <li>● Learn circle time skills- passing the smile etc to develop turn taking skills and friendly behaviour.</li> <li>● Introduce talk partners with carpet spaces- encouraging and modelling collaborative work and talk.</li> <li>● Support developing friendships - name games, circle time</li> <li>● Feelings display for children to use on a daily basis. Circle time using settling into school books to discuss emotions of starting school. Creating visuals of what emotions can look like.</li> <li>● Introduce school rules – when there is a full class. Kind hands, feet, words, thoughts.</li> <li>● Develop turn taking, sharing and conflict resolution strategies – sand timer strategies.</li> <li>● Begin to develop tapestry online books</li> </ul>	<p><b>Making feelings clear and behaviour:</b></p> <ul style="list-style-type: none"> <li>❖ Good choice, bad choice, taking turns, sharing, “Stop I don’t like that”.</li> </ul> <p><b>Topic vocabulary:</b></p> <p>Incredible, amazing, the same, different, unique, family, granny, grandpa, language, cowlick (incredible me), chopsticks, house, flat (my world your world),</p> <ul style="list-style-type: none"> <li>● Opportunities for talk - personal experiences in class and group circle times – sharing holiday news, talking about their family and who is special to them, talking about themselves and their interests and what makes them super special.</li> <li>● Within the continuous provision provide children with opportunities to use imaginative talk and retell familiar stories in role play, small world play, puppet play,</li> <li>● Opportunities to listen attentively in group times and free flow play – good balance between whole class, focused activity and free flow play.</li> <li>● Start small shared reading groups that happen daily alongside regular story time at the end of the day.</li> <li>● Lots of phase 1 listening games to refresh skills during phonics session before starting phase 2.</li> <li>● Daily action songs- ‘Good morning everyone good morning everyone good morning everyone it’s nice to see you here”, “Days of the week” song and other rhymes and stories to develop recall and joining in with repeat refrains.</li> </ul>	<p><b>Possible activities:</b></p> <ul style="list-style-type: none"> <li>● Bikes, trikes and climbing frame outside to develop gross motor development daily</li> <li>● Large and small construction offered both indoors and out to develop gross and fine motor skills</li> <li>● Dough disco and finger gym every Tuesday- all indoor provision tailored to development on fine motor control and strength and name writing.</li> <li>● Daily ‘wake up shake up’ or yoga to start the day.</li> <li>● Groups taken to Trim Trail to extend gross motor skills</li> <li>● Daily malleable activities – play dough, sand, corn flour etc</li> <li>● Develop safe use of tools – scissors, staplers, hole punchers, treasury tags, split pins,</li> <li>● Discuss healthy eating, hygiene (washing hands with emphasis on keeping safe covid, using toilet) and develop routine</li> <li>● Gross motor skills-exploring different ways to move- particularly outside negotiating space with the large crates, tyres, pipes etc</li> <li>● <b>Begin cooking sessions- making fruit kebabs, tropical jelly, biscuits. - Check for Ayo’s dietary requirements.</b></li> <li>● During focused activity time model and encourage children to use the checklist to make sure that they are ready to listen and focus – reinforcing the importance of posture when sitting at the table</li> <li>● Big focus on lining up – how to line up, and using the analogy of a bubble and not popping each others bubbles of personal space.</li> </ul>
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<p><b>Maths</b></p> <p><b>3-4year olds:</b></p> <ul style="list-style-type: none"> <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>➤ Experiment with their own symbols and marks as well as numerals.</li> <li>➤ Compare quantities using language: 'more than', 'fewer than'.</li> <li>➤ Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> <li>➤ Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.</li> <li>❖ Count objects, actions and sounds.</li> <li>❖ Subitise.</li> <li>❖ Continue, copy and create repeating patterns.</li> </ul> <p><b>Possible activities:</b></p> <ul style="list-style-type: none"> <li>● Daily games to practise recognising numerals 1-6 first on the dice. Daily games of snakes and ladders in the continuous provision.</li> <li>● <b>Teaching children the game of 10 nice things using the 10 frame and dice.</b></li> <li>● Regular daily reinforcement of cardinality. Eg: Asking children in tidy up teams to check how many of something there are (up to 5), counting the fruit in the bowl, counting the bikes outside, counting the children in the line.</li> <li>● Repetitive ordering on the washing line during registration by one child each day.</li> <li>● Counting rhymes and songs – build a repertoire</li> </ul>	<p><b>Literacy</b></p> <p><b>3-4year olds:</b></p> <ul style="list-style-type: none"> <li>➤ Develop their phonological awareness, so that they can:             <ul style="list-style-type: none"> <li>● spot and suggest rhymes</li> <li>● count or clap syllables in a word</li> <li>● recognise words with the same initial sound, such as money and mother</li> </ul> </li> <li>➤ 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; writing 'm' for mummy.</li> <li>➤ Write some or all of their name.</li> <li>➤ Write some letters accurately.</li> <li>❖ Read individual letters by saying the sounds for them.</li> <li>❖ Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>❖ Read a few common exception words matched to the school's phonic programme.</li> </ul> <p><b>Possible activities:</b></p> <ul style="list-style-type: none"> <li>● Phase 1 phonics activities- daily oral segmenting and blending opportunities, 'rhyme' and 'alliteration'.</li> <li>● Focus on recognising and writing own names.</li> <li>● Encourage children to choose to look at books alone and with others, talk about pictures in books- daily small shared reading sessions with opportunities to discuss characters, events and setting.</li> <li>● Begin to sequence stories- familiar stories Brown bear brown bear. Making small sequencing books.</li> <li>● Recapping and consolidating rhyme. Use rhyming books lots of rhyming games- rhyming bingo, rhyming snap, rhyming songs. Having a weekly rhyme that we</li> </ul>	<p><b>Understanding the World</b></p> <p><b>3-4year olds:</b></p> <ul style="list-style-type: none"> <li>➤ Continue developing positive attitudes about the differences between people.</li> <li>➤ Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</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 that some places are special to members of their community.</li> <li>❖ Recognise some similarities and differences between life in this country and life in other countries</li> </ul> <p><b>Possible activities:</b></p> <ul style="list-style-type: none"> <li>● Exploration of the outdoor environment, to observe changes and features of natural and living things- trees and flowers.</li> <li>● Do observational drawing of the trees and revisit in spring and summer.</li> <li>● Opportunities to develop skills in using technology – computer, CD player and listening station in the reading corner.</li> <li>● Bee bots and I-pads with age appropriate software and programmes.</li> <li>● Exploring different types of family units – exploring children living with grandparents, having 2 homes etc.</li> <li>● Discuss with children about their homes and where they live, and how different people immediate environments are different. Homes around the world are not all the same, explore the difference in size (houses, flats) location (tall</li> </ul>	<p><b>Expressive Arts and Design</b></p> <p><b>3-4year olds:</b></p> <ul style="list-style-type: none"> <li>➤ Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>➤ Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>➤ Play instruments with increasing control to express their feelings and ideas</li> <li>❖ Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>❖ Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul> <p><b>Possible activities:</b></p> <ul style="list-style-type: none"> <li>● Daily opportunities for role play and small world play to both reflect their everyday experiences and develop imagination</li> <li>● Within the continuous provision develop children's repertoire of familiar songs and rhymes</li> <li>● Opportunities for movement to music and using ribbons/props/instruments to accompany movement</li> <li>● Have specific carpet sessions on self expression to music and how to represent how a piece of music makes you feel by mark making.</li> <li>● Model how to use tools in the creative area. Provide opportunities for self-expression using a variety of mediums such as junk modelling, painting or working with pastels, crayons and textured materials.</li> </ul>
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<ul style="list-style-type: none"> <li>● Number hunts in school and in the local environment – taking pictures of where children see number</li> <li>● Opportunities to represent number in different ways – movement, numerals, objects, fingers. Focus on counting without seeing the objects – dropping stones into a big metal tin so counting the sounds.</li> <li>● Opportunities to develop 1-1 counting skills in daily carpet and directed activities – ensure counting objects which can't be moved and making it explicit that when you count you touch the object as you say the number name.</li> <li>● Develop language related to time through the use of the days of the week song, then moving on to using a calendar to record which week of the month we are on. Using the visual timetable to order and sequence events during the day.</li> <li>● Use of sand timers and countdown clock games on the IWB to develop children's understanding of time. Use Mission Impossible timer for tidy up time.</li> <li>● Create repeating patterns using 2d shapes on interactive displays.</li> <li>● Have specific 2d shapes out in the construction area with the blocks when model making.</li> </ul>	<p>learn together and send home on a Friday.</p> <ul style="list-style-type: none"> <li>● Interactive rhyme display for children to peg the matching rhyme picture on cards.</li> <li>● Opportunities for mark making on a daily basis. Modelled shared writing carpet sessions and small directed activities focusing on orally segmenting for spelling and encouraging children to represent initial sounds when writing using phonics mat for support.</li> <li>● Phase 2 phonics begin before after half term.</li> <li>● Weekly practise of pre writing shapes large scale and also smaller scale on whiteboards – developing pencil grip.</li> </ul>	<p>building going up high) what houses are made from (different materials).</p> <ul style="list-style-type: none"> <li>● Exploring languages – learning how to say hello in range of languages using “Hello to all the children of the world” song.</li> <li>● Exploring different cultural dress and tradition.</li> <li>● Using My World Your World text explore the differences that people who live in different countries have to us, but also highlighting similarities that we all have being human.</li> <li>● Going on local walk identifying key important places in our local area – cafes, post box, shops, green grocers, bus stop, tube station etc. Making a large outdoor map of our local area and using props to enhance role play for cafes and shop keepers.</li> </ul>	<ul style="list-style-type: none"> <li>● Using the colour mixing station explore shade and tone with children.</li> <li>● Have shelves for children to display their models made from construction that they are proud of.</li> <li>● Self-portraits developing early drawing strategies to include key features of face.</li> <li>● Weekly music and singing sessions.</li> <li>● Making giant Elmer elephant- collaborative art work ? - LYN?</li> </ul>
<p><b>Characteristics of Effective Learning</b>  <b>Playing and exploring - engagement</b>          Finding out and exploring          Playing with what they know          Be willing to 'have a go'  <b>Active learning – motivation</b>          Being involved and concentrating          Keeping on trying          Enjoying achieving what they set out to do  <b>Creating and thinking critically – thinking</b>          Having their own ideas          Making links          Choosing ways to do things</p>	<p><b>Assessment</b>          Parent conference on home visit          Settling in review and on-entry assessment after 6 weeks- new baseline assessment          One narrative observation per half term          Spontaneous 'significant achievement' observations          Ongoing evidence on Tapestry          Assessment based on development matters statements from 3-4 year old and Reception aged.</p>	<p><b>Environment/Resources</b>          Develop daily routines and an understanding of where to access resources independently and where/how tidy them away          Develop familiarity with school environment and outdoor environments          Take photos of key people          Begin to talk about seasonal changes outdoors.          Trips and Forest school to follow after half term once children have settled.          Local walk in small groups.</p>	<p><b>Parents</b>          Establish relationships with new parents through home visits – in school.          Granny tea party – potentially outside or virtual.</p>

## Gillespie Reception Medium Term Plan

Date: Autumn 1 - 2022

<p>Lots of planned adult directed activities centred around open ended challenges for children to persist and work collaboratively and initiate their own ideas (ie den-building, rescuing the stuck animals without using their hands, getting objects from one side to another without touching the floor or getting wet etc).</p>	<p><b>Phonics:</b> <i>Assess Phase 1 and 2 – sound discrimination to inform planning and develop intervention plans</i></p>		
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NB: Statements from the revised Development Matters document:

- 3-4 year olds
- ❖ Children in Reception