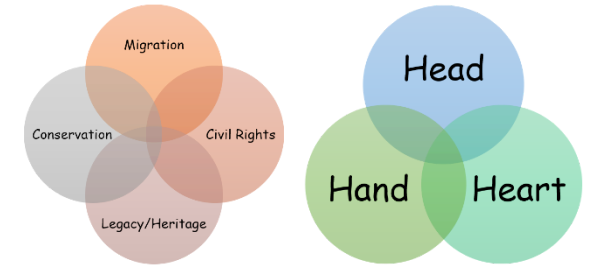


Riversdale Primary School

Medium Term Planning



Year Group	Reception		
Topic	Me and My Community		
Vocabulary	<p>The vocabulary that will be introduced is:</p> <p>clean/dirty wash/dry body head small/big bite/teeth tongue/lick scratch/stroke rough/smooth wrist ankle shake fingers/thumbs throw/catch foot/feet toe/toes slow/fast</p>		
Big Questions	Which colour represents you/your emotions?	If I'm feeling sad, what should I do?	What makes us happy?

Learning Overview
<p>This half term we will be discussing our class rules and settling into our new routines at school.</p> <p>We will be focusing on stories about families, emotions, being unique, celebrating differences and about our bodies.</p> <p>We will learn new vocabulary.</p> <p>We will act out stories with puppets and story props.</p> <p>We will discuss what makes a good friend.</p> <p>We will discuss what is the same and what is different about each other.</p> <p>We will talk about how families are the same and how they are different.</p> <p>We will look at photos of our families and talk about people who are special to us.</p> <p>We will design a family tree.</p>

We will talk about our feelings and different emotions.

We will go on an Autumn walk and record what we can see, hear, smell and how we feel on the walk.

We will discuss the celebrations of families and link to British values.

We will draw around each other and label our different body parts.

We will measure different parts of our body.

We will be singing number songs and rhymes.

We will count and recite number names in order.

We will estimate small numbers without counting.

We will recognise numbers in stories, rhymes and when counting.

We will count sounds, movements, moving things, objects in a circle, steps, claps etc

We will be counting different objects.

We will be ordering different sizes.

We will be making repeating patterns.

We will go on a shape hunt and make shape pictures.

We will do colour mixing.

We will do handprints.

We will look at our faces in a mirror and do observational drawings and paintings of ourselves.

We will draw members of our families.

We will use natural materials to create faces/make repeating patterns and to build dens.

We will make skeletons with straws, cotton buds and split pins.

We will sing songs and play musical instruments.

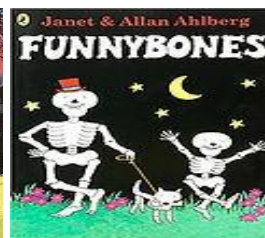
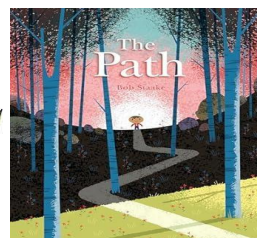
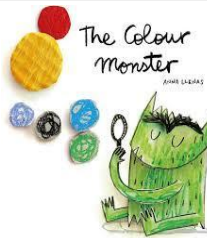
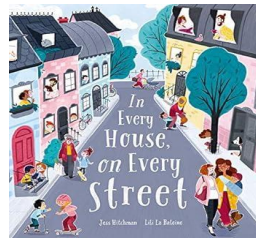
We will create things out of junk modelling, clay and playdough.

We will listen to music when painting and paint what we feel.

We will be exploring printing and painting with different textures.

Quality Stimulus Text

Supporting texts will link closely to people who help us – (police, doctors, nurses, dentists, fire fighters, teacher, cook, lunchtime supervisors) non-fiction texts will also be used throughout the topic. We will also look at comic books.



Subject	Consolidating: What skills specific to this topic are being built upon? What knowledge specific to this topic is being consolidated?	Learning:		
		Head* What substantive KNOWLEDGE should the children learn?	Hand* What disciplinary knowledge and SKILLS should the children learn?	Heart* What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop?
Communication & Language	<p>Uses language as a powerful means of widening contacts, sharing feelings, experiences, and thoughts.</p> <p>Hold a conversation, jumping from topic to topic.</p> <p>Focusing attention – still listen or do but can shift own attention.</p> <p>Beginning to use more complex sentences to link thoughts (e.g. using and, because).</p> <p>Can retell a simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall, and relive past experiences.</p> <p>Uses vocabulary focused on objects and people that are of particular importance to them.</p>	<p>I understand how to listen carefully and why listening is important.</p> <p>I will learn new vocabulary.</p> <p>I will use new vocabulary in different contexts through the day.</p> <p>I will ask questions to find out more and to check that I understand what has been said to me.</p> <p>I can articulate my ideas and thoughts in well-formed sentences.</p> <p>I can connect one idea or action to another using a range of connectives.</p> <p>I can describe events in some detail.</p> <p>I can use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>I can develop social phrases.</p> <p>I can engage in story times.</p> <p>I can listen to and talk about stories to build familiarity and understanding.</p> <p>I can retell the story, once I have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Encourage children to join in with repeated refrains when reading key texts.</p> <p>Share books which encourage children to look closely at the pictures, to use descriptive vocabulary and to discuss with others.</p> <p>Question children about what they have heard or what they are playing to check understanding.</p> <p>Ask children to follow one or two simple instructions e.g. hang up your apron and sit on the carpet.</p> <p>Use appropriate vocabulary in the role play area to have conversations with each other.</p> <p>Ask children about their home/family and likes/dislikes.</p> <p>Set up the role play area as a house and encourage descriptive and imaginative language.</p>	<p>Listening to one another and sharing ideas.</p>
Mathematics	<p>Have a deep understanding of numbers up to 10, including the composition of each number. Numerical Patterns: Compare quantities up to 10 in</p>	<p>I can identify similarities and differences across a range of criteria, such as: colour, shape, pattern, texture and function</p>	<p>Use mathematical resources to represent mathematical thinking</p> <p>Use mathematical resources appropriately</p>	<p>Working with a partner or as part of a group cooperatively.</p> <p>Approaching problems with a positive attitude.</p> <p>Developing resilience.</p>

	<p>different contexts. Number: Subitise up to 5.</p> <p>Identify a side and corner of a shape. To be able to differentiate between a straight and a curved line. Name regular shapes such as square and triangle.</p>	<p>I can sort objects by colour, shape, pattern, texture and function</p> <p>I can compare and order by length, size and time</p> <p>I can recognise, extend, create and fix simple AB patterns and begin to attempt the same with ABC patterns</p> <p>I can count reliably with one-to-one correspondence up to and including five forwards and backwards</p> <p>I will learn the one-more, one-less relationship between consecutive numbers</p> <p>I will learn to recognise the language associated with 2D shapes such as triangles and squares</p> <p>I can understand and use positional language</p>	<p>Use precise mathematical vocabulary accurately and confidently</p> <p>Develop spatial awareness while following instructions</p> <p>Anticipate patterns</p>	<p>Listening to peers.</p>
<p>PSED</p>	<p>Growing ability to distract self when upset e.g. by engaging in a new play activity.</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>Is more outgoing towards unfamiliar people and more confident in new social situations.</p> <p>Can select and use activities and resources with help.</p> <p>Welcomes and values praise for what they have done.</p> <p>Initiates play, offering cues to peers to join them.</p> <p>Shows confidence in asking adults for help.</p> <p>Aware of own feelings and knows that some actions and words can hurt others feelings.</p>	<p>I see myself as a valuable individual.</p> <p>I can build constructive and respectful relationships.</p> <p>I can express my feelings and consider the feelings of others.</p> <p>I can show resilience and perseverance in the face of challenges.</p> <p>I can identify and moderate my own feelings socially and emotionally.</p> <p>I can think about the perspectives of others.</p> <p>I can manage my own needs.</p> <p>I can manage my own personal hygiene</p> <p>I know and can talk about the different factors that support my overall health and wellbeing:</p> <p>I know the importance of regular physical activity and healthy eating.</p>	<p>Encourage independence – separating from parents, finding peg, self registration, choosing own areas to work in rather than just following others, tidying up areas where they have worked.</p> <p>Discuss rules/routines of setting, talk about where things are, when they can be used, who can use them and how they are to be used, then tidied away.</p> <p>Model good manners at snack/lunch times and during choosing.</p> <p>Encourage children to help each other find what they need, put on aprons, sort out things and tidy away.</p> <p>Praise children for their work/kindness to others, encourage children to form good relationships with their peers.</p> <p>Learn our Golden rules – encourage children to earn house points.</p> <p>Reinforce correct behaviour – rewards and sanctions.</p>	

			<p>Encourage children to express feelings to staff and ask for help if required. Encourage children to 'have a go' before asking for help Talk about home and family at circle times and informally. Go to the toilet and wash hands independently. Communicating needs e.g. hunger, tiredness, feeling unwell. Talk about the importance of a healthy diet and trying new foods.</p>	
<p>Physical Development</p>	<p>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs, steps or climbing equipment using alternate feet. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Can tell adults when hungry or tired or when they want to rest or play. Understands that equipment and tools have to be used safely.</p>	<p>I can revise and refine the fundamental movement skills that I have already acquired:</p> <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing <p>I can progress towards a more fluent style of moving, with developing control and grace.</p> <p>I can develop overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>I can develop my fine motor skills so that I can use a range of tools competently, safely and confidently. (Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.)</p> <p>I can use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Show different areas of school so that children are aware of the layout and how to use the areas, moving around safely, and negotiating space. Play "Simon Says", emphasising names of body parts. Experiment with travelling and balancing using different body parts and moving in different ways. Play with balls and compare the way they move when they are thrown and kicked. Which parts of our bodies can we use to make the ball move? Play catching and throwing games. Explore what hands can do to squeeze, roll and flatten play dough. Use small world and construction toys. Play "The Keeper of the Keys (bears and honey)" and musical statues. Use climbing equipment outside for sliding, crawling, climbing and jumping Use a variety of mark making equipment – brushes, squeezey bottles, chalks, pens, sponges etc Introducing 'Funky fingers' activities. Use pens and pencils. Encourage correct grip and letter formation.</p>	<p>Work collaboratively and share ideas</p>

		<p>I can combine different movements with ease and fluency.</p> <p>I can confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>I can develop overall body-strength, balance, coordination and agility. I can further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p> <p>I can develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>I can develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>I can further develop the skills I need to manage the school day successfully: lining up and queuing / mealtimes</p>		
<p>Literacy</p>	<p>Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration.</p> <p>Recognises rhythm in spoken words.</p> <p>Listens to and joins in with stories and poems, one-to-one and also in small groups.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Beginning to be aware of the way stories are structured.</p> <p>Suggests how the story might end.</p> <p>Listens to stories with increasing attention and recall.</p> <p>Shows interest in illustrations and print in books and print in the environment.</p> <p>Recognises familiar words and signs such as their own name and advertising logos.</p> <p>Looks at books independently. Enjoys and increasing range of books.</p> <p>Ascribes meanings to marks that they see in different places.</p>	<p>I can read individual letters by saying the sounds for them.</p> <p>I can blend sounds into words so that I can read short words made up of known letter-sound correspondences.</p> <p>I can read some letter groups that each represent one sound and say sounds for them.</p> <p>I can read a few common tricky words matched to the Little Wandle Phonics scheme.</p> <p>I can read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few tricky words.</p> <p>I can re-read books to build up my confidence in word reading, fluency and understanding and enjoyment.</p> <p>I can form lower-case and capital letters correctly.</p>	<p>Help children to write name labels for their trays and pegs.</p> <p>Make posters for the classroom and playground to help everyone follow the rules and remind them about the routines.</p> <p>Produce class book about the children and what they like/dislike focusing on body parts e.g. with my hands I like to paint.</p> <p>Use fingers to write in sand/paint handwriting patterns.</p> <p>Provide props/puppets so that children can act out stories (story sacks)</p> <p>Point out signs and notices in the classroom and talk about what they say.</p> <p>Encourage children to find their own pegs, trays.</p> <p>Provide writing materials in areas of continuous provision</p> <p>Practice writing names.</p> <p>Encourage mark making in role play areas.</p>	

	Gives meaning to marks they make as they draw, write and paint.			
Understanding the world	<p>Shows interest in the lives of people who are familiar to them.</p> <p>Remembers and talks about significant events in their own experience.</p> <p>Recognises and describes special times or events for family or friends.</p> <p>Shows interest in different occupations and ways of life.</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Talks about why things happen and how things work.</p> <p>Shows care and concern for living things and the environment.</p> <p>Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</p> <p>Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p> <p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p>	<p>I can talk about members of my immediate family and community.</p> <p>I can name and describe people who are familiar to me.</p> <p>I can comment on images of familiar situations in the past.</p> <p>I can compare and contrast characters from stories, including figures from the past.</p> <p>I can draw information from a simple map of the local environment.</p> <p>I understand that some places are special to members of their community.</p> <p>I recognise that people have different beliefs and celebrate special times in different ways.</p> <p>I recognise some similarities and differences between life in this country and life in other countries.</p> <p>I can explore the natural world around me.</p> <p>I can describe what I see, hear and feel whilst on an Autumn Walk.</p> <p>I can understand the effect of changing seasons on the natural world around me.</p>	<p>Use the home corner to act out everyday actions based on first hand experiences.</p> <p>Recognise and celebrate special events in school and at home e.g. Birthdays and Harvest festival.</p> <p>Link their own experiences to others – recognise things that are the same e.g. celebrating birthdays and others are different e.g. places we go on holidays or clothes we wear.</p> <p>Explore how all families are unique to us.</p> <p>Use small world area to play with farm, cars, train tracks etc</p> <p>Encourage the children to experiment with different objects in the sand, play dough and water to find out what happens and how they work</p>	
Expressive Art & Design	<p>Enjoys joining in with dancing and ring games.</p> <p>Sings a few familiar songs.</p> <p>Beginning to move rhythmically.</p> <p>Imitates movement in response to music.</p> <p>Taps out simple repeated rhythms.</p> <p>Explores and learns how sounds can be changed.</p> <p>Explores colour and how colours can be changed.</p>	<p>I can explore, use and refine a variety of artistic effects to express my ideas and feelings. I can return to and build on my previous learning, refining ideas. I can create collaboratively, sharing ideas, resources and skills.</p> <p>I can listen attentively, move to and talk about music, expressing my feelings and responses. I can watch and talk about dance and performance art, expressing my feelings and responses.</p>	<p>Paint self-portraits to make a class display.</p> <p>Use collage materials on a paper plate to make a face.</p> <p>Make a large person from collage and paint. Add body part labels. Explore which parts of the body can be used to make sounds to accompany songs.</p> <p>Encourage children to explore how the sounds can be made faster, slower, louder and quieter. Paint with fingers and thumbs.</p>	Create collaboratively sharing ideas, resources, and skills.

	<p>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>Beginning to be interested in and describe the texture of things.</p> <p>Uses various construction materials.</p> <p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>Joins construction pieces together to build and balance.</p> <p>Realises tools can be used for a purpose.</p> <p>Sings to self and makes up simple songs.</p> <p>Makes up rhythms.</p> <p>Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p> <p>Engages in imaginative role-play based on own first-hand experiences.</p> <p>Uses available resources to create props to support role-play. Creates movement in response to music.</p>	<p>I can sing in a group or on my own, increasingly matching the pitch and following the melody. I can develop storylines in my pretend play. I can explore and engage in music making and dance, performing solo or in groups.</p>	<p>Provide a range of materials for children to choose from to make their own models. As they work, encourage them to talk about what their hands are doing.</p> <p>Sing favourite songs and take it in turns to clap the rhythm.</p> <p>During free painting, encourage children to look closely at shapes and colours.</p>	
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