

Half term plan Reception 1st Autumn 2018

Characteristics of effective learning

Playing and exploring- Engagement	Active learning- Motivation	Creative thinking- Critical thinking
<p><u>We are learning to:</u></p> <p>Select resources & activities independently & be keen to have a go</p>	<p><u>We are learning to:</u></p> <p>To work with a plan in mind and to see activities through to completion Use language such as: "I am making....."; "I am trying...." or "my plan is..."</p>	<p><u>We are learning to:</u></p> <p>Follow support to solve problems</p>

Prime areas

PSED	Communication	Physical
<p><u>We are learning to:</u></p> <p><u>Self confidence & self awareness</u> -Communicate freely (needs, wants, likes dislikes) -Develop confidence to talk about myself within a small group (Discussing likes/ dislikes, what is happening...)</p> <p><u>Making relationships</u> -Play within a group and elaborate on play ideas. -Initiate play & offer cues for others to join in -Respond to what others are saying or doing</p> <p><u>Managing feelings & behaviour</u> -leave parents with support (mainly new children) -Recognise and follow new class routines and expectations -Develop an awareness of own feelings -Take turns & share (with some support)</p>	<p><u>We are learning to:</u></p> <p><u>Listening & Attention</u> -Develop awareness of good listening (looking, 1 at a time)</p> <p><u>Understanding</u> -Understand the use of prepositional language (on, in, under, behind and next to) Key book: Rosie's walk</p> <p><u>Speaking</u> -Extend our sentences by using and & because -Use talk to connect ideas, explain what is happening, anticipate , recall & relive experiences</p> <p><u>Colourful semantics</u> -introducing who, what, where, when and how words and visuals to support understanding</p> <p><u>Talking groups</u> -targeted group support to develop or extend vocabulary, social communication and story telling</p>	<p><u>We are learning to:</u></p> <p><u>Health & Self-care</u> -Develop our independence with toileting, hand washing, accessing a drink, changing for PE etc...</p> <p><u>Moving & handling</u> -Develop an awareness of space, and be able to adjust & negotiate speed and direction (resources: ribbons, scarves, parachutes, bike, PE, outside space)</p> <p>-Develop coordination with 1 handed tools or taking part in activities involving 1 hand:</p> <ul style="list-style-type: none"> • Holding writing tools correctly • Scissors • Pouring, tipping, mixing • Woodwork-hammer and nails.

Specific Areas

Maths	Literacy	Understanding World	Expressive arts
<p><u>We are learning to:</u></p> <p><u>number</u> -Recite numbers in order to 10 -Recognise numbers to 5 (then 10) -Count by saying 1 number name for each item -Count out up to 5 objects from a larger group -begin to subitise -count objects that cannot be moved -simple number games using a dice Key book: One Ted Falls out of Bed <u>Shape, space & Measure</u> -Sort and group objects by colour, 2d shape or Size -Create repeating shape patterns -develop an interest in shape & space by playing with shapes & making arrangements with objects -To create & recreate patterns using shape -Recognise, create & describe a shape pattern Key book: Triangle & Sassoon</p>	<p><u>We are learning to:</u></p> <p><u>Reading</u> -Link sounds and actions to letters of the alphabet -Handle books with care -Show enjoyment in rhyming books -Recognise our own name, familiar words or advertising logos -Segment the sounds in simple words & blend them together & know which letters represent some of them</p> <p><u>Writing</u> -Give meaning to the marks I make as I draw, write & paint -Break the flow of speech into words -Continue a rhyming a string -Hear & say initial sounds of words Key Book: Stanley's Stick</p>	<p><u>We are learning to:</u></p> <p><u>People & Communities</u> -Identify that some things make me unique -Talk about present events in their own lives & that of their family members</p> <p><u>The world</u> -Name features of my body and develop an awareness of our senses -Explore the similarities & differences in features of animals and how they differ to us -Talk about observations -Comment on ideas & ask questions</p> <p><u>Technology</u> -Operate the CD player by pushing play/ stop -Use the white board pen with developing control -complete a simple programme clicking and dragging</p>	<p><u>We are learning to:</u></p> <p><u>Exploring media & materials</u> -Join in with familiar songs. -Tap out simple repeated rhythms. -Explore & name colour -Join construction pieces together to build & balance -try different creative activities</p> <p><u>Being Imaginative (house role play)</u> -Notice what adults do, imitating what is observed & do it spontaneously when adult is not there -Engage in imaginative play based on own 1st hand experience</p>