

ORCHARD PRIMARY SCHOOL PRIMARY MEDIUM TERM PLANNING: FOUNDATION STAGE – RECEPTION – AUTUMN TERM 2015

Personal, Social and Emotional Development

- Managing entry to full time school; gradual induction, staggered entries, individual support as required. Adapting to new settings and routines.
- Developing social skills: good manners, sharing and taking turns.
- Further development of independence, confidence, sense of achievement, responsibility.
- Recognising and describing emotions and expressions.
- Developing feel for the new class and its place in the school.
- Developing further the disposition to learn and a positive approach and attitude.
- Introduce class /school rules.



RE:

Collective worship and assemblies. Harvest. St. Andrew's Day. Developing appreciation that "I am special" and understanding that each person is unique and special. Celebrating who I am and respecting other people. Understanding of festivals of Christmas, Diwali, Eid, Hanukkah and other significant celebrations.

Physical Development:

Large motor: Use of range of large and small apparatus.

PE sessions

- Gain independence in dressing, safety rules, listening and response. Developing understanding of exercise.
- Developing increased stability and climbing skills.
- Exploring playground resources and space. Awareness of space and direction. Celebrating what our bodies can do.

Fine motor: Use a range of tools and equipment appropriately, accurately and safety.

- Developing hand- eye co-ordination and control.
- Establish good hygiene procedures in new setting.

Understanding the world

- Developing collaborative and co-operative work
- Selecting and using appropriate material, equipment and resources for tasks
- Building and construction with range of resources
- All about me – knowing about our past and present, naming body parts and functions, senses, me as a baby, abilities and emotions
- The worlds about me – friends, family and community, celebrations

ICT: general technological awareness, development of mouse control and confidence in use of computer

Communication and Language

Speaking and Listening:

- Foster confidence within new setting and within different opportunities.
- Extend range of activities and purposes.
- Extend range of activities and purposes, develop vocabulary and fluency.
- Develop attentive listening and response.
- Encourage use of questions.
- Broaden repertoire of stories, nursery rhymes, chants and songs.



Literacy

Reading:

- Awareness and use of signs, labels and environmental print.
- Developing name recognition.
- Positive use of book areas and books. Modelled reading activities.
- Reading stories, use of book language and developing concepts of reading.
- Alphabet work, word recognition, letters and sounds, early reading.
- Key words and high frequency words.

Writing: Emergent writing, writing for pleasure, recording events with marks, words and pictures. Writing name.

Mathematics

- Counting and number work, numbers to 20+
- Recognising and writing numbers to 20+
- Adding on one more/ less, concepts of + -
- Sorting, ordering and sequencing
- Developing mathematical language
- Comparisons – more / less, greater / smaller, heavier / lighter
- Develop concepts of 2D shapes
- Use of number rhymes and songs to support and develop concepts and language
- Repeated patterns, exploring patterns in religion and art, tessellations and symmetry
- Positional language
- Developing problem-solving skills



Expressive arts and design

Art:

- Increasing range of experiences, developing techniques, mastery and confidence.
- Selecting and handling a variety of materials and equipment.
- Study of famous artists. Art related to celebrations and festivals



Design and technology: Designing, building and construction with range of resources

Music: Developing critical listening and response. Extended range of songs and rhymes. Awareness of music as part of celebrations. Linking music to movement and dance. Use of simple instruments.

Imaginative:

Increased range of role-play and imaginative play opportunities and scenarios. Domestic role-play focus.