

**Medium Term Plan for Reception: Autumn Term 2021**  
**Decoy Community Primary School and First Steps Nursery**



**Language at the heart of the curriculum**

**Closing the Word Gap in the Early Years** *"Model new words every day as we talk, read and play"*

Every child will have at least one quality conversation with an adult every day. All practitioners (including Mealtime Assistants) will have an understanding of the universal, targeted and specialist strategies to support children's speech and language development and the importance of building a child's vocabulary.

Notice and focus children will be prioritised for specific interventions.

**Grandma Fantastic word for Autumn Term 1: calm**

Recap vocabulary from Summer Term: 'frustrated', 'anxious' & 'change'.

**Grandma Fantastic word for Autumn Term 2: celebration**

Recap vocabulary from Autumn 1: 'calm'

**The Adult Role:** Model desired language and behaviour, and extending vocabulary, knowledge and skills by joining children at their play. Develop children's ideas and support them in extending/consolidating learning. Track interests, needs and engagement levels. The activities below will be delivered through a mixture of play-based independent, peer or adult supported activities, whole group activities and small guided groups.

**Special Events in the Autumn Term:** As with all activities and planning, these events are subject to change as we follow the children's interests and respond to their needs whilst adhering to Covid-19 guidelines, however, they are likely to be:

- Harvest/Halloween/Diwali/Bonfire Night and Christmas celebrations.
- 'Night Walk' in the school grounds to look at the similarities and differences of the school grounds at night and in the day.
- Visits from 'people who help us' to develop an understanding of different occupations and how different adults keep us safe.
- Trip to Kent's Cavern to compare different environments – woodland and caves.

Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Provide children with a language rich environment by joining them at their play and extending vocabulary daily.</p> <p>Offer children at least 1 daily story session. Some children may receive more.</p> <p>Develop and expand children's thought processes by modelling i.e. "I wonder what would happen if..."</p> <p>Choose high quality picture books, songs and rhymes based on children's interests.</p>	<p>Establish relationships with children and their parents/carers.</p> <p>Provide consistent, warm and responsive care to allow children to feel safe and valued.</p> <p>Introduce a visual timetable and establish the daily routines/classroom expectations.</p> <p>Encourage and respond to children's increasing independence and sense of responsibility.</p> <p>Discuss emotions and how they make our bodies feel. Discuss what makes us/others feel this way and</p>	<p>Encourage good eating habits at snack and lunch time and discuss the importance of this.</p> <p>Widen the range of activities that children feel confident to take part in outdoors –encourage children to become Confident &amp; creative movers.</p> <p>Show children how to use one handed tools, e.g. scissors, and other resources safely and correctly.</p> <p>Encourage children to develop their fine motor skills, improve pencil grip and form</p>	<p>Draw children's attention to a wide range of print with different functions and to the features of a book (cover, title, author etc.)</p> <p>Model how to handle books appropriately.</p> <p>Pre-phonetic skills such as sound discrimination, rhyme, rhythm, alliteration and oral blending. RWI programme based on assessed need.</p> <p>Motivate children to write by providing exciting opportunities for early writing in a range of ways.</p> <p>Encourage and support children to develop their</p>	<p>Model subitising groups of up to 5 objects.</p> <p>Numeral recognition to 5 and working on composition of numbers 1-5, focusing on one number per week.</p> <p>Regularly say the counting sequence in a variety of playful/purposeful Contexts, e.g. songs, counting for the register or book vote.</p> <p>Model and encourage 'careful counting' by using top tips to support learning this skill.</p> <p>Draw children's attention to shapes in the environment. Model using language of</p>	<p>Talk about members of their immediate family. Spend time with children talking about photos and memories – either physical or on Tapestry.</p> <p>Encourage children to talk about the differences they notice between people. Visitors with different backgrounds/dialects.</p> <p>Thinking about celebrations such as: Harvest/autumn, fireworks, Diwali, Halloween and Christmas</p> <p>Thinking about our town/county. Discussions around other towns/cities/countries as they arise.</p>	<p>Provide flexible, open-ended resources for children to create with.</p> <p>Listen and understand what children want to create before offering suggestions or support.</p> <p>Help children to develop their own drawing and model making and develop their own creative ideas.</p> <p>Sing songs regularly to embed daily routines and to develop confidence.</p> <p>Learn the techniques of Jackson Pollock and Wassily Kandinsky.</p>

	how we can regulate our emotions.	anti-clockwise circles.	ability to write their own name.	capacity through play.	Visit to Kent's cavern – Woodland trail, exploring and comparing environment	
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