

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”*

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.
- 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>Model discussing emotions and how they make our bodies feel. Discuss what makes us/others (including story characters) feel this way and how we can</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 & 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 anti-clockwise circles.</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 ability to write their own name.</p>	<p>Model subitising groups of up to 5 objects.</p> <p>Numeral recognition to 5 and working on composition of numbers 1-5.</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 capacity through play.</p>	<p>Talk about members of their immediate family and who lives in their house. 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>Think about celebrations such as: Harvest/autumn, fireworks, Diwali, Halloween and Christmas</p> <p>Think 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>

	<p>regulate our emotions. Introduce emotion cards for adults and children to use.</p> <p>Encourage a 'restorative justice' approach to dealing with undesired behaviour to develop children's understanding that their actions have consequences, and to encourage them to 'solve' what they have done.</p>				<p>Think about the change in seasons and what that means, alongside discussions around growth and decay.</p> <p>Observe changes/discuss similarities and differences.</p> <p>Sharing texts and having discussions about how to look after our planet and what we can do.</p>	
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