

Our Approach: We believe that high levels of child involvement lead to accelerated levels of progress. Our environment is set up to give children the opportunity to self-manage, to take initiative and self-direct their learning. There are some skills which need to be explicitly taught and so adult directed activities take place at various points throughout the day. Although we follow the child's lead and recognise each child's different starting points, below are some of the key aspects of a child's development that we will be encouraging through play and through our direct teaching.



Medium Term Plan					
Year: Reception		Term: Autumn 1		Theme: Me, Myself & Others	
Maths					
<p>Week 1</p> <p>White Rose - match, sort and compare</p> <ul style="list-style-type: none"> - match objects - match pictures and objects - identify a set - sort objects - explore sorting techniques <p>Inside Opportunity: Provide a range of objects. Ask children to match/ sort them.</p> <p>Outside Opportunity: Use large hoops. Ask children to find collections of natural items that are the same/ different and sort in the hoops.</p>	<p>Week 2 - Subitising (within 3)</p> <ul style="list-style-type: none"> - subitise 1 and 2 - subitise within 3 - make and describe spatial patterns with 3 dots - represent quantities on fingers in different ways - identify subgroups of 1, 2 and 3 within larger arrangements. <p>White Rose - talk about measure and pattern</p> <ul style="list-style-type: none"> - compare size <p>Inside Opportunity: Quickly reveal small quantities of objects under a series of pots. The children must 'splat' the matching dot pattern or number plate with their hand or a fly swatter as fast as they can.</p> <p>Outside Opportunity: Use paper plates or large hoops outside to make bigger arrangements of 1, 2 or 3.</p>	<p>Week 3 - Counting, cardinality and ordinality (counting skills)</p> <ul style="list-style-type: none"> - hear and join in with the counting sequence to 5, including using songs and rhymes - see that counting is useful because it tells us 'how many' - practise counting each object, action or sound once and only once - record the results of counting <p>White Rose- talk about measure and pattern</p> <ul style="list-style-type: none"> - compare mass <p>Inside Opportunity: Provide a selection of containers that allow for the development of 1:1 correspondence, e.g. ice cube trays so the children can put 1 object in 1 space.</p> <p>Outside Opportunity: Play skittles in the outdoor environment so the children can count how</p>	<p>Week 4 - Composition (explore how all numbers are made of 1s, composition of 3 and 4)</p> <ul style="list-style-type: none"> - know that 2 is made of 1 and 'another 1' - identify when a collection is composed of 3 objects - produce own collection of 3 - identify when a collection is composed of 3 or NOT 3 - identify that 4 can be made with four 1s. <p>White Rose - talk about measure and pattern</p> <ul style="list-style-type: none"> - compare capacity <p>Inside Opportunity: Create their own subitising cards to use with their friends. They could decorate the cards by sticking on shiny shapes (craft shapes) or using stampers. The children can then sort and match the</p>	<p>Week 5 - Subitising (subitise objects and sounds)</p> <ul style="list-style-type: none"> - subitise arrangements of 2 and 3 - practise making 2s and 3s with fingers - subitise auditory patterns up to 3 - identify when a small collection is rearranged or the quantity changed. - show small quantities using fingers - use positional language to describe patterns of 4 - make patterns showing 4 <p>White Rose - talk about measure and pattern</p> <ul style="list-style-type: none"> - explore simple patterns <p>Inside Opportunity: Use square tiles or pieces of card to make different arrangements of Numberblock Four. How many different arrangements can be made? How are they the same and how are they different? Some children</p>	<p>Week 6 - Comparison (comparison of sets, use the language of comparison)</p> <ul style="list-style-type: none"> - represent a given number on their fingers without looking - compare 2 sets of objects and say which is 'more than' - compare 2 sets of objects and say which is 'more than' or 'fewer than' <p>White Rose - talk about measure and pattern</p> <ul style="list-style-type: none"> - copy and continue simple patterns - create simple patterns <p>Inside Opportunity: Provide opportunities for the children to play the whole-class game from Session 1 by themselves in the environment, e.g. with a large blanket and toys in the outside area.</p> <p>Outside Opportunity: Set up a game of skittles, using empty plastic bottles or similar items, and allow</p>

		many skittles they have knocked down.	cards created into 'all the 3s/all the 4s'. Outside Opportunity: Provide paper cake cases and small objects [e.g. acorns, pom-poms, dried beans, etc.] for the children to make repeated collections of 3 or 4.	might want to record what they have made. Outside Opportunity: Allow the children to explore how to make patterns of sound with different instruments.	the children to try knocking them down by rolling a large, soft ball. Ask the children: <i>Who has knocked over more than [...]?</i> <i>How do we know?</i> <i>Who has knocked over fewer than [...]?</i>
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Supported and developed through:

- Daily 'Mastering Number' or 'White Rose' sessions
- Opportunities to explore mathematical concepts independently within Continuous Provision both in the Mathematical Area and in the wider environment
- Adult interactions within the Continuous Provision build on concepts explicitly taught in class and take account of each child's mathematical development

English - Phonics and word reading

Week 1 <i>Recap Phase 1</i>	Week 3 - i - n - m - d	Week 4 - g - o - c - k New tricky words: is	Week 5 - ck - e - u - r New tricky words: I	Week 6 - h - b - f - l New tricky words: the	Week 7 Assess and review week
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Objectives:

- Read individual letters by saying the sounds for them
- Segment written words into individual sounds
- Blend sounds into words, so that they can read short words made up of known letter- sound correspondences

Supported and developed through:

- Little Wandle phonics
- Reading with children; directly taught sessions and within the Continuous Provision
- Phase 2 graphemes
- Interventions for identified children
- Hitherfield Heroes read with children who need additional practice

English - Core text and Writing

Weeks 1 & 2	Week 3	Week 4	Weeks 5 & 6
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Objectives:

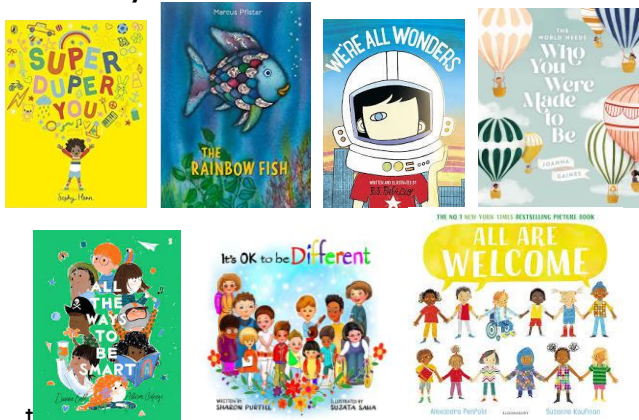
- Compose a verbal or written response to each core text
- Recognise/write their name
- Establish or use a dominant hand
- Begin to use a tripod or effective grip (see pencil progression chart below)
- Begin to form letters correctly
- Hear, say and write the initial sound in words - labels or captions
- Giving meaning to marks
- Writing for a purpose in role play and other areas of continuous provision

Supported and developed through:

- Child led learning: Children will be provided with a range of reading and writing opportunities to engage with the core text of the week
- Exposure to letter formation during Little Wandles sessions
- Adults modelling writing captions or labels for constructions
- Adults modelling writing within the continuous provision
- Motivate children to write by providing opportunities in a wide range of ways, such as: clipboards outdoors, chinks for paving stones, boards and notepads in the home corner
- Children enjoy having a range of pencils, crayons, chinks and pens to choose from
- Apps on tablets enable children to mix marks, photos and video to express meanings and tell their own stories
- Children are also motivated by simple home-made books, different coloured paper and paper decorated with fancy frames

English - Comprehension

Additional Texts for Story Time



Objectives:

- Engage in storytimes
- Show enjoyment in stories.
- Join in with simple comprehension aspects of whole class reading.
- Participate in small group LW reading sessions
- Join in with nursery rhymes with expression

Supported and developed through:

- Daily storytime in class ensure children are exposed to and have opportunity to talk about a range of high quality texts
- Display quality books in attractive book areas
- Join in with children during small world play, taking on different roles

Communication and Language

Objectives (Listening, Attention and Understanding):

- **Understand how to listen carefully**
- **Understand why listening is important**
- **Engage in storytimes**
- Begin to understand who, where and when questions
- Follow one step instructions

Objectives (Speaking):

- **Understand how to listen carefully**
- **Understand why listening is important**
- **Engage in storytimes**
- Begin to understand who, where and when questions
- Follow one step instructions

Supported and developed through Continuous Provision by:

- Home visits establish that relationship and allow staff to understand home language/s and communication style
- A child centred transition to school
- High quality interactions between adults and children are key
- Children have sufficient opportunity to make choices about their learning within the Continuous Provision and to interact with their peers
- Adults will watch and observe children and ensure progress through: *communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges*
- Small world opportunities enhanced where appropriate according to children's interests and topics

Adult directed activities:

- Introduce carpet sessions and reinforce expectations
- Explicitly introduce good listening skills and encourage children to follow instructions accurately
- Introduce daily story time, ensuring children are exposed to a range of text types
- Listen to a range of songs and poems and encourage children to learn the identified song / poem for the term
- Show and tell time
- Use Seesaw to comment on photos of their families, naming who they can see and what relation they are to them
- Use photos on Seesaw to talk about what they do with their family and places they have been. Can draw similarities and make comparisons

Personal Social Emotional Development

Objectives (Self-regulation):

- Begin to identify and express feelings
- Begin to moderate feelings (with support and modelling)
- Develop confidence and skills needed to manage the school day
- Focus during short whole class activities

Objectives (Managing Self):

- **Manage their own needs - personal hygiene**
- Put on a coat independently
- Explore the indoor and outdoor environment
- Use the toilet independently
- Wash hands as appropriate
- Understand and begin to follow the class rules
- Make choices at lunchtime and begin to talk about healthy eating
- Recognise that they can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks them to do something that makes me feel sad, embarrassed or upset

Objectives (Building Relationships):

- **See themselves as a valuable individual**
- **Begin to build constructive and respectful relationships**
- Separate from their parent / carer with increasing confidence
- Gain confidence to speak to other children and familiar adults
- Begin to take turns

Supported and developed through Continuous Provision by:

- Forming positive relationships with a variety of children and adults through positive interactions within the provision
- Supporting children's play
- Establish provision routines and expectations
- Independent use of toilets and putting coats and wellies on etc
- Hand washing routines for toileting and before eating
- Opportunity to try things for the first time through the continuous provision
- Game opportunities for turn taking e.g. card and board games
- Introduce self service healthy snack area in class

Adult directed activities:

- Establish class rules and routines and children joining in with these
- Introduce zones of regulation and associated language
- Introduce Hitherfield Learner Dispositions

Physical Development

Fine Motor Objectives:

- Establish or use a dominant hand
- Begin to use a tripod or effective grip (see pencil progression chart below)
- **Develop their small motor skills so they can use a range of tools competently, safely and confidently** - e.g. cutlery, paintbrush, tweezers

Gross Motor Objectives:

- **Revise and refine the fundamental movement skills they have already acquired**
- **Develop overall body strength, coordination, balance and agility**
- Stop and land safely
- Negotiate outdoor space successfully

Taught PE session - PE Hub- Gymnastics 1

- To move safely
- To take off and land on two feet
- To balance and move balls and beanbags
- To travel on mats and benches
- To copy and repeat actions
- To perform simple shapes and balances

Supported and developed through Continuous Provision by:

- Continuous provision offers a range of opportunities to develop: threading and sewing, pouring, stirring, using spray bottles, dressing and undressing dolls, playing with small world toys, and making models with junk materials, construction kits and malleable materials
- Specific fine motor area utilised to develop cutting, threading, picking up and manipulating small objects
- Following and creating patterns on a large and small scale
- Support with holding and using utensils whilst the children are eating lunch
- Opportunities for children to put on and take off clothes including shoes

Adult directed activities:

Supported and developed through Continuous Provision by:

- Continuous provision offers a range of opportunities for climbing, large scale building and construction, balancing, pushing and pulling, wheeled objects such as wheelbarrows, prams
- Games area offers a range of opportunity to develop throwing and catching, ball skills, skipping and using hoops
- Introduce children to balance bikes and pedal bikes as appropriate
- Opportunity to play on large scale climbing equipment in the trim trail
- Encourage children to take risks and talk to them about how to stay safe

Adult directed activities:

- Taught PE sessions once per week

- Exposure to letter formation in daily phonics sessions
- Handwriting sessions

Understanding the World

Objectives: Past and Present:

- **Talk about members of their immediate family and community**
- Discuss the significance and stories behind their names
- Begin to make sense of their own life story and family history
- Begin to identify ways in which the past is represented through artefacts, photographs and stories

Objectives: People, Culture and Communities:

- **Name and describe people who are familiar**
- **Talk about members of their immediate family and community**
- Name and locate the School road and local area of Streatham / Tulse Hill
- Explore features within the school setting and its locality

Objectives: The Natural World:

- **Explore the natural world around them**
- **Describe what they see, hear, feel whilst outside**
- **Seasonal changes:**
- Recognise and talk about the signs of Autumn
- **Animals including humans:**
- Describe people who are familiar to them
- Learn about how to take care of themselves

Supported and developed in Continuous Provision by:

- Home based role play opportunities
- Small world play

Adult directed activities:

- Discuss the significance and stories behind their names
- Some storytime texts are set in the past

Supported and developed in Continuous Provision by:

- Home based role play opportunities
- Small world play

Adult directed activities:

- Self portraits
- Use Seesaw to comment on photos of their families, naming who they can see and what relation they are to them
- Use photos on Seesaw to talk about what they do with their family and places they have been. Can draw similarities and make comparisons
- Talking about the differing composition of families
- Looking at physical similarities and differences as well as likes and dislikes.
- Sorting and classifying by physical attributes
- Tour of their new school environment
- Name of road and town the school is in
- Aerial photos of local area
- Giant maps of school and local area

Supported and developed in Continuous Provision by:

- Using magnifying glasses to explore and investigate
- Provide natural materials to explore

Adult directed activities:

- Tour of their new school environment and outdoor area, observing plants and natural items.
- Autumnal walk with associated language
- Autumnal investigation station

Outdoor learning opportunities:

- Leaf kebabs
- Tempting treasures
- Stick creations
- Leaf streamers

Expressive Arts and Design

Creating With Materials:

- **Explore, use and refine a variety of artistic effects to express their ideas and feelings.**
- **Create collaboratively, sharing ideas, resources and skills.**

Being Imaginative and Expressive:

- Me! - explore: growing, homes, colour, toys, how I look
- Learn to sing nursery rhymes and action songs
- **Begin to develop storylines in their pretend play.**

Colour mixing - self portraits:

- Colour mix with purpose, start to identify colours that combine e.g. red and yellow is orange.
- Explore tone through colour mixing.

Cutting - The Snail Matisse:

- Scissors
- Shaped scissors
- Confident use of scissors e.g. cutting out a shape, sticking to a line

Supported and developed through Continuous Provision by:

- Provide free choice and process driven art activities - paint, collage and drawing, pens, craft materials
- Adults are aware of the stages of development in terms of art and design but might introduce children within the Continuous Provision to:
 - *Scissors if not already confident*
 - *Using glue to join flat surfaces*
 - *Painting on upright easels and with large brushes*
 - *Printing with stampers and sponges*

Adult directed activities:

- Painted self portraits; some children will explore tone through colour mixing
- Collaborative whole school art project
- Create own version of the Snail by Matisse

Supported and developed through Continuous Provision by:

- Provide access to role play clothing/resources, instruments, visual/media stimuli. Children are provided open ended resources to facilitate child led imaginative exploration
- Performance stage in the outdoor area

Adult directed activities:

- Sing songs as a class
- Nursery rhyme actions
- Role play shared stories
- Props for retelling stories in the environment / small group activity with the teacher

Computing Offer

Focus: Introducing children to computing within the learning environment

- Know the difference between photography and video (through Seesaw)
- Recognise that they can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks them to do something that makes me feel sad, embarrassed or upset (Link to PSED)
- Use a touch screen to target and select options on a screen (In Continuous Provision)
- Identify rules that help keep us safe and healthy in and beyond the home when using technology