

St Oswald's Catholic Primary School Planning

Year Group: Reception	Date: September to October 2019	Medium term topic: Ourselves / People Who Help Us
<u>Prime areas:</u>		
<u>Personal, Social and Emotional Development</u>		
<u>Making Relationships</u>		
<ul style="list-style-type: none">• To respond to what others are saying or doing in order to keep play going. (30-50)• To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. (30-50)• To begin to take steps to resolve conflicts with other children, e.g. finding a compromise. (40-60)		
<u>Self-Confidence and Self-Awareness</u>		
<ul style="list-style-type: none">• To become more outgoing towards unfamiliar people and more confident in new social situations. (30-50)• To gain confidence in talking to other children when playing, and begin to talk more freely about own home and community. (30-50)• To begin to talk about themselves in a positive way and identify some of their strengths. (40-60)		
<u>Managing Feelings and Behaviour</u>		
<ul style="list-style-type: none">• To accept the needs of others and take turns and share resources, sometimes with support from others. (30-50)• To agree to a class charter and to follow classroom rules and routines (40-60)• To become aware of the boundaries set, and of behavioural expectations in their new class/ year group. (40-60)		
<u>Communication and Language</u>		
<u>Listening and Attention</u>		
<ul style="list-style-type: none">• To join in with repeated refrains in stories and rhymes. (30-50)• To listen to others one to one or in small groups, when talking about themselves and how they are unique. (30-50)• To listen carefully to stories about being special, families and people who help and ask/answer questions. (40-60)		
<u>Understanding</u>		
<ul style="list-style-type: none">• To responds instructions, e.g. to get a book and bring it to the table. (40-60)• To listen to what other children say during play and when sharing ideas during discussions about family life. (40-60)• To begin to answer a range of questions about themselves and the people who help us. (40-60)		

Speaking

- To develop vocabulary and confidence to speak about what makes them special, beginning to use 'WOW' words. (40-60)
- To talk about their own experiences, clarifying ideas and extending sentences by using 'and' 'because'. (30-50/40-60)
- To use language to imagine and recreate roles and experiences linked with people who help us. (40-60)

Physical

Moving and Handling

- To begin to hold a pencil between thumb and two fingers and begin to form some recognisable letters. (30-50)
- To develop control when using scissors to cut along straight lines. (40-60)
- To explore and use a variety of malleable materials using basic movements e.g. pinching, rolling, twisting. (30-50/40-60)
- To begin to negotiate space successfully when playing racing and chasing games and avoiding obstacles. (40-60)

Health and Self-Care

- To be able to attend to toilet and hygiene needs independently e.g. washing and drying hands. (30-50)
- To put coat on independently and fasten it with support. (40-60)
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. (40-60)

Specific areas:

Literacy

Reading

- To begin to identify words that rhyme (30-50)
- To listen carefully to stories linked to the topic, answer questions and make predictions about what might happen. (30-50)
- To handle book carefully and turn pages one at a time and begin to show an understanding of terms 'letters', 'words', 'page', 'beginning', 'end' (30-50)
- To begin to link sounds with their corresponding letter. (40-60)

Writing

- To hear initial sounds in words and group objects with the same sound. (40-60)
- To begin to link sounds to letters. (40-60)
- To begin to orally segment the sounds in simple words. (40-60)
- To recognise and begin to write own name using appropriate pencil grip. (40-60)

Mathematics

Numbers

- To recite numbers in order to 0 forwards and backwards from different starting points. (30-50)
- To count reliably up to 10 everyday objects using 1:1 correspondence. (40-60)
- To begin to recognise numbers up to 5/10. (40-60)
- To begin to recognise number represented in different ways e.g. objects, Numicon, money, jumps etc (40-60)
- To begin to use language of more, less or fewer to compare two sets of objects. (40-60)

Shape, space and measure

- To use everyday words such as '*behind*' or '*next to*' to describe their position and the position of other objects. (40-60)
- Uses familiar objects and common shapes to create and recreate patterns. (40-60)
- To begin to recognise and sort a variety of different shapes. (40-60)

Understanding the World

People and communities

- To identify similarities and differences between themselves and others. (30-50)
- To recognise a range of jobs within our community. (30-50)
- To talk about significant events, special times and family customs. (40-60)
- To learn positive attitudes and challenge negative attitudes towards different occupations and ways of life. (40-60)

The world

- To explore and recognise features of their school environment and how plants start to change during autumn (40-60)
- To use their senses to explore and investigate a wide variety of materials including natural objects
- Develop their vocabulary in order to make distinctions between what they observe (40-60)

Technology

- To begin to recognise everyday technology in their lives (30-50/40-60)
- To use simple technology such as CD players, cameras, telephones etc (40-60)
- To name key components of a computer and use a simple paint program to create a digital drawing. (40-60)

Expressive Arts and Design

Exploring and using media and materials

- To begin to build a repertoire of songs, including songs to help know each other and introducing story characters. (40-60)
- To explore the different sounds that percussion instruments make and how sounds can be changed. (40-60)
- To explore what happens when they mix colours when creating images linked to autumn colours (40-60)

Being imaginative

- To create simple representations of events, people and objects and talk about them. (40-60)
- To choose particular colours to use for a purpose. (40-60)
- To play alongside other children who are involved in the same play. (40-60)

