

Personal, Social and Emotional

- **Getting to know you** – Help the children to gain a sense of identity and belonging to their class, school and local community. The children need to learn their teachers and each other's names, play together and find common interests.
- **Behaviour expectations** – We will work together with the children to think about the rules and boundaries of the class, the school and lunch times, to ensure we have a positive learning environment.
- **Empathy** – we will help the children to gain an understanding of their own emotions, and those of others. We will talk about how our own behaviour can affect others, adults and children alike.

Reading

- Children look at books independently, share books with adults and enjoy listening to stories and finding out facts from non-fiction books.
- Children are able to continue a rhyming string and hear and say initial sounds in words.

Writing

- Children sometimes give meaning to marks as they draw and paint.
- Children start to link sounds to letters and have a go at writing some of them.
- Children start to put letter sounds together to make words.

Understanding the world

- Children shows an interest in the lives of people who are familiar to them.
- They remember and talk about significant events in their own experience.
- Children notice differences and similarities.
- Children can talk about where they live, where members of their family live and recognise the local area from photographs and discussions.
- Children learn about Religious Education through the 'Come and See' Curriculum.

Communication and Language

- Children should feel able to talk to other children and adults in the school, becoming increasingly confident with less familiar people.
- The clarity of children's speech should be improving all the time and their vocabulary should reflect their experiences and interests.
- Children are encouraged to ask questions, comment about and notice things, and with the help of the adults, learn new words and concepts.

Advent Term 2019

Medium Term Planning

Reception



'With Christ in our hearts, together we grow.'

Expressive arts and design

- Children are beginning to be interested in and are able to describe the texture of things.
- Children learn how to construct with ready-made toys, and recycling materials. Knowing which tools to use and how to handle them safely. They learn how to join things together and the properties of glue and tape.
- Children independently access paints and the tools they need to represent their creative ideas.
- Children discuss their favourite music and learn about music from around the world. They are able to move to music and make up their own movements and work together to put on a 'show'.

Moving and Handling

- Children are encouraged to be independent when putting on their own coats and shoes, pouring their own drinks and accessing the toilet.
- Children learn about a healthy lifestyle including healthy food and a positive attitude to physical challenges, gaining an understanding of how to look after their bodies. They are able to talk to an adult about what they know.
- Using their increasing ability to co-ordinate their movements and an increase in strength, children use these skills to build, balance and climb on a larger scale.
- Children gain increasing control and strength in their fine motor control. They demonstrate this through their use of tools and mark making equipment.

Maths

- Children learn to recognise the numerals 1-20
- They can put numbers in order and say which number comes next and before
- Children become familiar with 'Numicon' to support their development in maths
- They show curiosity about numbers by offering comments or asking questions.
- Through their play, children practice their counting skills becoming increasingly more accurate.
- Children develop the skill of spotting different patterns in the environment, moving on to recognising repeat patterns and being able to create their own.
- Children learn the vocabulary of 'more', 'fewer', 'most' and 'least'.