

Reception Curriculum

Autumn 1

Medium Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Me in my World! (Whole school topic-UK and the wider world)	Home Visits	My Likes and dislikes. Transition ½ days	What am I like? Transition ½ days and lunch	My Family	My Body-My Senses	Keeping Healthy- Hospitals/ doctors/nurses	Eating Healthy-/dentists
Exploratory Questions	Where in the world do I live? Who is in my family? How can I keep my body healthy?						
Personal, Social and Emotional Development	<ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. Be increasingly independent in meeting their own care needs, Express their feelings and consider the feelings of others See themselves as a valuable individual. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian 						
	Opportunity for the children to talk about their likes and dislikes	Circle time-introducing ourselves-tell everyone something about your-self. Building	Emotion photos-describe how the people in the photos might be feeling. Discuss the different feelings and	Circle time game-pass small toy and children to discuss and describe people who are special and important to them,	Sing head shoulders knees and toes together and perform the actions.	Talk about themselves and how they have changed since they were born.	Discuss different foods and how to stay healthy- which foods are healthy and why and talk

Reception Curriculum

Autumn 1

Medium Term Plan

	<p>in the family setting</p>	<p>confidence to speak in front of others</p> <p>Roll the ball across the circle and say our names and something about ourselves.</p> <p>Can we repeat it and remember anyone's name in the class.</p>	<p>emotions. Then encourage the children to make faces to represent each one whilst looking in a mirror. Challenge children to describe a time they have felt happy, sad, angry, excited.</p> <p>Add stories about families, bodies, emotions and senses.</p>	<p>their likes dislikes and what makes them happy.</p> <p>Play parachute games and encourage children to work together to move the parachute.</p> <p>Play 'who is it?' game with children whereby someone describes someone else until the other children can guess who it is.</p> <p>Provide children with mirrors so children can describe what they look like.</p>	<p>Encourage the children to work together to create their homes with construction toys.</p> <p>Provide children with a dolls house to explore together.</p> <p>Encourage the children to work together to care for babies, add bubbles to water tray and baby baths, towels, dolls clothes, soap, nappies.</p> <p>Children to create different face emotions and styles etc using felt face shapes on tuff tray.</p>	<p>Discuss what happens when we get poorly- The need for going to the doctors and hospital and how doctors and hospitals.</p> <p>Talk about the role of nurses- Visiting nurse</p> <p>Working together to practise putting bandages on each other and discuss what they have done and how the bandage will help.</p> <p>Create doctor/ hospital themed role play enhancements with height chart, bandages, scales telephone etc</p>	<p>about what we should eat.</p> <p>Sort different foods into healthy and unhealthy</p> <p>Circle time- what different things should we do to remain healthy- foods and exercise</p> <p>Can they match the objects that doctors and dentists use and know what they are used for.</p> <p>Talk about their own experiences of going to the doctors and the dentist</p>
<p>Communication and Language</p>	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”. 						

Reception Curriculum

Autumn 1

Medium Term Plan

	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Listen to and talk about stories to build familiarity and understanding. 					
	<p>Pass a soft toy around the circle, encourage children to wait until they are holding the toy to speak. Then describe their favourite toy/ animal colour etc.</p> <p>Sing and repeat simple songs with rhymes- recognise familiar tunes and nursery rhymes.</p> <p>Children to use mirrors to look at and try and draw their own features on cut outs of faces.</p>	<p>Talk about describing words- what words can you use to describe each other. Use them to say something nice to as many people as they can. Talk about how the words make them feel inside.</p> <p>Feely bag containing different items that might make them feel happy, sad, excited, cross scared. This might include icecream, seaside, lions, rabbits spider etc.</p>	<p>Invite visiting mum in with a new baby- children to ask the mum questions about looking after a baby</p> <p>Role play baby clinic and looking after babies- talk about what babies need to be looked after.</p> <p>Dress up clothes- adult sizes so that children can pretend to be different family members.</p>	<p>Play Simon says- point to different body parts- can you name them?- new vocabulary</p> <p>Provide trays of custard powder, baked beans, rice etc to explore senses-</p> <p>In pairs drawing around each other on the playground in chalk. Show the different body parts.</p>	<p>Children to use bandages and role play clothes to act out doctors nurses and hospitals</p> <p>Tuff tray with teddies and dollies and doctors and bandages for children to be able to 'make them better'</p> <p>Talk about how they feel when they are poorly and who helps them- how do they get better?</p>	<p>Tuff tray with teeth cleaning equipment- how do we keep our teeth clean? Talk about oral hygiene.</p> <p>Talk about healthy and unhealthy foods- discuss sorting foods into those that are good for us and those that we must eat less.</p> <p>Talk about their own experiences of going to the dentist.</p> <p>What is your favourite meal and why?</p>
<p>Physical Development</p>	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping - climbing • Progress towards a more fluent style of moving, with developing control and grace. 					

Reception Curriculum

Autumn 1

Medium Term Plan

	<ul style="list-style-type: none"> • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 					
	<p>Sing and act out head shoulders knees and toes.</p> <p>Play lucky dip- pick out the name of a body part and children point to that body part on themselves. Children take it in turns to be the ones to say the body part.</p> <p>Make up body jigsaw puzzles.</p>	<p>Draw around their and other peoples hands and make a family of fingers with them, add eyes, noses mouths etc can they tell us who members of their family.</p> <p>Use different media, paint gloop etc to make finger prints and patterns.</p> <p>Can you draw a face in the gloop.</p> <p>Hide body action cards around the outside area- children have to hunt them out and then see if they can recreate the actions.</p> <p>Pictures of skeletons put on chalk boards and black paper, children use chalk to draw their own skeletons.</p> <p>Use playdough to roll to match short and long pictures and objects.</p>	<p>Play musical statues. Play music for the children to explore moving in different ways. When the music stops children make a statue and listen to any sounds they can hear.</p> <p>Explore different ways of moving and balancing using different body parts, can you hop on one leg?</p> <p>Playdough mats to make faces and can you add all the different features and say what the emotion is on the face.</p> <p>Pictures by Arcimboldo- faces with fruit, can children use different fruit and vegetables to make their own picture of a face or person.</p>	<p>Encourage children to think about and practise methods of personal hygiene. Discuss what they need to do to keep themselves healthy and safe eg washing, brushing teeth, washing hands blowing nose.</p> <p>Face templates in art and writing area for children to complete with different features and talk about the colours of eyes and hair etc. Practise using scissors to cut them out</p> <p>Challenge children to explore different ways of moving and the ways of balancing using riding bikes and scooters and climbing over the equipment, walking on bucket stilts</p>	<p>Initiate conversation by introducing nurse and stethoscope. Ask the children to think about people who help us to stay healthy or help us when we are unwell eg. Doctors and dentists. Challenge the children to share their experiences and talk about any worries or concerns.</p> <p>Kim's game on tray with different doctor's equipment- can you see what is missing.</p> <p>Build ambulances with the large building blocks and tyres- act out taking someone to hospital.</p>	<p>Discuss ways of keeping healthy and encourage children to do some exercises to recognise changes to their body when they are active.</p> <p>Talk about healthy food and show the children a range of fruits. Encourage the children to chop some of the soft fruits to make a fruit salad or kebabs. Talk about safety with knives.</p> <p>Pictures by Arcimboldo- faces with fruit, can children use different fruit and vegetables to make their own picture of a face or person.</p> <p>Use toothbrushes to clean the laminated teeth and mouth- white board pen to be the plaque.</p>

Reception Curriculum

Autumn 1

Medium Term Plan

<p>Oracy Opportunities</p>		<p>Circle game to describe something about ourselves, then introduce the person next to us and describe something about them.</p> <p>Opportunities to develop confidence through small group activities and opportunities to talk about themselves and their families</p>	<p>Play Simple Simon Teacher to play describing game “ I have blond hair- children to stand when the statement applies to them(look at each other for hair colour. Keep going with physical attributes. Invite children to say a statement about themselves. Teacher scaffolds sentence about themselves ‘ I have blue eyes’ use pictures to illustrate the words.</p>	<p>Complete sentence-‘ My... is special because.....’ I small groups talk about what makes our families special and the different things that they do to help us. Focus on qualities ie kind, friendly, helpful Make list of ideas from children.</p> <p>I live with my..... scaffolded sentence with the adult.</p>	<p>Play a game- Look at a picture and imagine what they can see, hear, smell etc use of senses. -I am at the seaside -In the woods -In the Kitchen</p> <p>Brainstorm the senses</p> <p>Identify which body parts we use to show the different senses- match them together, body part and senses</p>	<p>Talk about anyone who has experienced going to the doctors or to hospital. What happened? And why did they go?</p> <p>What do we think happens at a hospital. Discuss and brainstorm feelings that we may have if we had to go to hospital- nerves, scared, worried. Match these to facial expressions</p>	<p>Talk about themselves and their families- be able to talk about the food they eat and what healthy choices they make for their eating choices.</p> <p>Play my grandmother went shopping in groups- children to remember what the previous person bought.</p>
<p>Literacy</p>		<ul style="list-style-type: none"> • Understand the five key concepts about print: • - print has meaning • print can have different purposes • Engage in extended conversations about stories, 	<ul style="list-style-type: none"> • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother <ul style="list-style-type: none"> • Read individual letters by saying the 	<ul style="list-style-type: none"> • Sometimes gives meaning to marks they draw or paint. • Suggests how a story might end • Listens to stories with increasing attention and recall • Writes own name 	<ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. 	<ul style="list-style-type: none"> • Sometimes gives meaning to marks they draw or paint. • Ascribes meanings to marks that they see in different places. • Writes own name • Read individual letters by saying the sounds for them. 	<ul style="list-style-type: none"> • Sometimes gives meaning to marks they draw or paint. • Ascribes meanings to marks that they see in different places. • Writes own name. • Recognises familiar

Reception Curriculum

Autumn 1

Medium Term Plan

		<p>learning new vocabulary</p> <ul style="list-style-type: none"> • 	<p>sounds for them.</p>		<ul style="list-style-type: none"> • Write some or all of their name 		<p>words and signs such as own name and advertising logo</p> <ul style="list-style-type: none"> • Knows that print carries meaning and in English is read from left to right.
<p>Literacy</p>		<p>Ourselves themed page boarders and face shapes in writing area to encourage mark making.</p> <p>Making puppets of children in school uniform.</p> <p>Children to choose a picture of a girl or boy and colour in their puppet. Cut out the person and then glue on a lolly stick to make a puppet.</p> <p>Phonics games Can I name the sound the object starts with. Pictures of objects in feely bag.</p> <p>Discuss describing me. Look at a picture</p>	<p>Set up an ourselves themed small world tuff tray background and add family people/ figures. Encourage children to create and retell stories</p> <p>Add pictures demonstrating different emotions around the edge of the painting easel to inspire the children's paintings.</p> <p>Using plain outline of a body children to add in the detail to show a picture of them in their school uniform.</p>	<p>Look in the mirror and encourage children to make different sounds, look at mouth shapes while you make them- describe what you can see</p> <p>Zigzag books of the different stages from baby to old age. Children to order the pictures.</p> <p>Look at a picture of my family. Show a picture of your family. Who is in your family, these are</p>	<p>Talk about parts of the body and try to create rhyming strings for the different body parts eg eye/ pie/fly, nose/ hose/ rose, ear/ fear/ tear</p> <p>Cut out face and people shaped images for the children to mark make and decorate with features, talk about what they have drawn- adults to add labels for child speak</p> <p>Story about a new baby in the family. Children to think about what you</p>	<p>Provide a variety of fiction and non-fiction books in an ourselves themed reading area. Include photos linked to the theme.</p> <p>Writing tools available in hospital role play area- mark making for writing lists for doctor's bag and prescriptions.</p> <p>Drawing around each other on the playground in chalks.</p> <p>Writing prescriptions, medical cards in the role play area. Playing doctors/ hospitals</p> <p>Add captions for pictures of nurses, doctors and</p>	<p>Menu templates for children to make their own healthy menu for their family. Draw a dinner for your family and consider which are healthy foods.</p> <p>Writing shopping lists.</p> <p>Sorting food into healthy and unhealthy and talk about why foods are healthy.</p> <p>Challenge children to identify different fruit and vegetables in feely bag by using senses and shapes.</p>

Reception Curriculum

Autumn 1

Medium Term Plan

		<p>of describing different parts of our face.(powerpoint) Introduce language</p> <p>Writing area- support children with observations on pencil grip for Tracing patterns and pictures.</p> <p>Practise writing their own name, using laminated name cards and pens.</p>	<p>Matching objects to sounds. What sound does the picture start with can you sound out the start of the word</p> <p>Practise writing their own name, using laminated name cards and pens.</p> <p>Provide chalks and pictures for children to draw their families on the playground.</p> <p>Draw a picture of their family inside a shape of a house- practise writing their name, mum, dad etc to label the people.</p>	<p>people who are special to us. All our families are different and we have different people in each family. There are people of different ages in our family. Discuss how everyone has special qualities and something that makes us special. Teacher to scaffold a sentence about someone special.</p> <p>Practise writing their own name, using laminated name cards and pens.</p>	<p>need to do to look after a new baby.</p> <p>I want my Potty- Recall events in the story. Children to think about things they can do now that they couldn't when they were little. Teacher to scaffold sentence</p> <p>Using template complete sentence, now I am big I can.... Children to draw a picture of something they can do now they are not a baby</p> <p>Practise writing their own name, using laminated name cards and pens.</p>	<p>hospitals to say what they do and are used for.</p> <p>Practise writing their own name, using laminated name cards and pens.</p>	<p>Practise writing their own name, using laminated name cards and pens.</p>
<p>Phonics</p>	<ul style="list-style-type: none"> ● Opportunities to read captions, simple sentences, and words with new and revised sounds every day (whole class/small group/individual) ● Constant revision of 'reading' skills and daily reading activities. ● Phonics based games and activities within continuous provision and encouraged within CIA ● Letter formation supported and emphasised in teacher directed and CIA ● Hearing the initial sound and final sounds in words. Support to segment and hear further sounds (challenge – independent) ● Revision of previous sounds every day 						

Reception Curriculum

Autumn 1

Medium Term Plan

	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter sound correspondences. 						
	Read Write Inc	Sounds: listening to sounds and rhymes-	Sounds: listening to sounds and joining in rhyming words and songs.	Sounds: m a s d Writing tricky words: I the of	Sounds: t l n p g Writing tricky words: He no me	Sounds: o c k ck Writing tricky words: I the of he no me we	Sounds: u b f e Writing tricky words: I the of he no me we
Mathematics (White Rose Hub)		<p>Recognise some numerals of personal significance Recognise numerals to 5</p> <p>Shows curiosity about numbers by offering comments or asking questions. Shows an interest in numerals in the environment. Recites numbers in order to 10</p>	<p>Shows an interest in number problems</p> <p>Begins to represent numbers using fingers, marks on paper or pictures. Recites numbers in order to 10</p>	<p>Counts up to 3 or 4 objects by saying one number name for each item</p> <p>Counts actions or objects which cannot be moved. Recites numbers in order to 10</p>	<p>Selects the correct numeral to represent 1 to 5 Recites numbers in order to 10 Counts out objects from a larger set Counts an irregular arrangement of up to 10 objects.</p>	<p>Compares two groups of objects saying when they have the same number</p> <p>Knows that numbers identify how many objects are in a set Recites numbers in order to 10</p>	<p>Uses the language of more or less Recites numbers in order to 10 Counts and irregular arrangement</p>
		<p>Number and Place Value Sorting colour shapes. Can I make a person with these shapes? Can I identify the name of the shape</p> <p>Counting song, practise counting numbers.</p> <p>Counting songs to 5- five little speckled frogs.</p>	<p>Number and Place Value Counting out a number of objects up to 3. Find numbers one two three buried in tuff tray match different ones and can you count out the corresponding quantity. Who is the tallest? And who is the smallest?</p>	<p>Number and Place Value Numbers to 5 One, Two Three Count forwards and backwards to three. Count up to three in different arrangements by touching each object as they count saying numbers in stable order. Say the total number in a group,</p>	<p>Number and place value Numbers to 5 Four and Five</p> <p>Continue to apply counting principles to 4 and 5 forwards and backwards. Represent 4 in different ways and count out 4 objects from a larger group. Counting songs to 5</p>	<p>Addition and subtraction- sorting</p> <p>Learn that collections of objects can be sorted into sets based on attributes such as colour, shape or size. Consider what is the same about the objects in a set and how they are different from another set and begin to come up with their own criteria for sorting</p>	<p>Addition and Subtraction- Sorting Can children start to sort according to their own criteria and explain how they have sorted sets.</p> <p>Can they sort plastic numbers= number recognition. Can they sort simple numbers</p>

Reception Curriculum

Autumn 1

Medium Term Plan

		<p>One two three four five, once I caught a fish alive. 5 little monkeys. Number recognition- matching the number cards to 5 with counting out up to 5 objects.</p>	<p>Use powerpoint to discuss the order of size of different pictures, encourage children to use language of smallest and largest and tall, taller Discuss using language biggest to smallest, tallest to shortest when building towers out of lego bricks</p> <p>Children to look at their shoes and compare shoes with an adult. Look at a range of different shoes and order them. Use language to help with ordering.</p>	<p>knowing the final number they say is the total. Subitise numbers up to three and count out three objects from a larger group.</p>	<p>Counting forwards and backwards to 5. Representing up to 5 objects on a five frame and knowing when it is full there are 5.</p>		<p>with the corresponding number of objects up to 5</p>
<p>Understanding of the World</p>	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past 						

Reception Curriculum

Autumn 1

Medium Term Plan

- Describe what they see, hear and feel whilst outside.

	<ul style="list-style-type: none"> Describe what they see, hear and feel whilst outside. 						
	<p>In role play area- modelling how to use the different objects and discuss how we help at home</p> <p>Construction are Can you build a model of yourself? Model how to put the bricks away.</p> <p>Discuss special times with families and what children celebrate.</p>	<p>Draw around a child, pass around a feely bag with pictures and words of body parts. Children to pull out one at a time then point to their own body part and identify where it would be on the body. Teacher to model writing the word. Draw on features.</p> <p>Our Bodies powerpoint.</p> <p>Talk about and name body parts. Discuss what is inside the body and tell children about x-rays- look at an x-ray can children identify the body parts.</p> <p>Interest table with feely box containing objects such as glasses, shoes, gloves hats. Can children identify them using their hands.</p> <p>Use of magnifying glasses to look at</p>	<p>Look at photos of babies (own photos) look at how we have changed. What can you do that a baby can't do?</p> <p>Teacher to scribe on a table, two headings baby-child. List the differences between the two. Children to understand how they have grown. Look at powerpoint about babies growing.</p> <p>In groups guided by an adult, look at pictures of things babies do, they do now and those an adult can do. Discuss the differences and sort pictures to put in the table under baby, child and adult.</p> <p>Visiting mother with baby to talk about how to look after a baby and what babies need.</p>	<p>Look at a model of a birthday cake, why do we have one? What is it celebrating? Can we practise counting the candles on the cakes. What happens to us each year? Talk about the aging process and how we always have a birthday and always get older. Look at a picture of a baby, child and elderly person. What are the differences between these? Can we put them in order of age?</p> <p>Weighing babies in the home corner.</p> <p>Writing what babies need</p> <p>Sorting activities to the correct age range. What can babies, children and adults do?</p>	<p>Look at interest table objects about staying healthy. Hair brush, toothbrush, toothpaste, sponge, soap etc. Talk about each one and what it is used for (find video on importance of keeping ourselves clean)</p> <p>Visitor in school- nurse to talk about her job and what she does. Talk about how she helps people in the hospital.</p>	<p>Visiting dentist to talk about dental hygiene and how to clean our teeth properly. Children will be issued with toothbrushes and toothpaste.</p> <p>Different teeth cleaning activity on tuff tray- cleaning laminated teeth</p> <p>Look at different food types and how they are divided into groups. What does each one help us with.</p> <p>Children to complete food type jigsaw puzzles and talk about the different foods they see and like.</p>	

Reception Curriculum

Autumn 1

Medium Term Plan

			<p>different fabrics textures and different animal skins etc.</p> <p>Give children mirrors and encourage them to explore their reflections and describe what they can see</p>	<p>Role play with the dolls what we need to do with the items to keep us clean and healthy, talk to the adult about what we do with them.</p> <p>Use a paint drawing program to draw pictures of themselves.</p>	<p>Put the objects with the correct person. Cutting and sticking.</p> <p>Add some real flowers to tuff tray for children to explore senses with magnifying glasses.</p>		
<p>UTW curriculum in the outside learning</p>		<p>Learning the different areas of the classroom and what they are used for. Look at picture of different rooms and can we identify what they would be used for. Play hide and seek game in the classroom. Can you find where my object is hidden by answering the questions. My object is hidden in the play where I could build with bricks. Tidy up rule and looking after the classroom.</p>	<p>Complete body picture by adding labels to the large outline</p> <p>On playground with chalk, draw around each other's body. Take photographs of the outlines. Can you add on any body part details?</p>	<p>Discuss where we live. What is the area called? What do we see when we walk outside? What is our house like. Show pictures of different types of houses, we all live in a different type of house, with different surroundings. Video of a house being built. Discuss what we need inside our houses and what the different rooms are called and used for.</p>	<p>Bathing babies and talking about what babies need and how to look after them and keep them safe.</p> <p>Using push chairs taking babies for a walk, what do they need? What should we take with us? Shopping for the babies.</p> <p>Senses walk-what can we identify using our different senses- describe to an adult what you see, smell hear etc</p>	<p>Use large building bricks to make ambulance or outside hospital for role play games.</p>	<p>Use mud kitchen and bowls for children to role play making bowls of food for their family</p>

Reception Curriculum

Autumn 1

Medium Term Plan

		<p>We are going to be thinking about the different things we use in school. Look at my picture of a classroom. Where would I put these items?</p>		<p>Look at the doll's house and set each room up as if it were our house.</p>	<p>Senses chart for adult to record ideas.</p>		
<p>Expressive Arts and Design</p>	<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Develop storylines in their pretend play. • Sing in a group or on their own, increasingly matching the pitch and following the melody 						
		<p>Playdough making faces and cutting out people.</p> <p>Tough spot making faces with felt.</p> <p>Connex and magnetics- Can children build a person or themselves.</p>	<p>Sing head, shoulders, knees and toes.</p> <p>Complete picture of a person by adding the cut out body pieces and counting each time.</p> <p>How many eyes do I have?</p>	<p>Sugar paper for portraits. Paints for painting our family.</p> <p>Drawing round each other using chalk.</p> <p>Using a mirror to look at themselves in their school uniform and paint a</p>	<p>Use various construction materials and building blocks to build beds for the babies. Can you make them safe so the baby can't fall or roll out?</p> <p>Use different sponges and things</p>	<p>Using stones sticks and things they find to make faces.</p> <p>Can you use different building construction materials to make hospitals for the small world figures.</p> <p>Use stencils to create own pictures. Crayons</p>	<p>Draw pictures of their favourite dinner.</p> <p>Can you use the food in the home corner to act out making a healthy meal for your friends. Show them on a menu planner.</p>

Reception Curriculum

Autumn 1

Medium Term Plan

		<p>Photograph evidence.</p> <p>Identifying sounds. Can you hear the different sounds. Look at some different Instruments and talk about the different sounds they make. Play pass the musical instrument game. One child is in the middle of the circle blindfolded. Other children pass around a shaker can the child point to where the sound is coming from.</p>	<p>How many arms and legs?</p> <p>Children to sing action rhyme songs.</p> <p>Make handprint pictures and count the fingers.</p> <p>Connex and magnetics- Can children build a person or themselves. Photograph evidence.</p>	<p>picture of themselves.</p> <p>Explore different textures and talk about what they like about them, velvet, cotton wool, corrugated card, fur etc and make collages of people.</p>	<p>to print with to make patterns.</p> <p>Make collages of their families using different materials. Use cut outs of girls and boys to make their own collage.</p> <p>Imaginative play when bathing and looking after the babies.</p>	<p>and rubbings as well as stencil pictures.</p> <p>Playdough with people cutters and then add on facial features etc.</p>	<p>Use playdough to make meals and plates of food. Children to explain what foods they have made and if they are good for you and why.</p>
--	--	---	---	--	---	--	--