**Mathematics**

* Representing, Comparing and Composition 1, 2, 3, 4, 5
* Circles and triangles (squares and rectangles)
* Spatial awareness
* One more and one less
* Combining shapes
* Night and day
* Now, next and later

**Literacy**

* Know information can be relayed in the form of print
* Begin to form recognisable letters
* Hold books the correct way up and turn pages, understanding the concept of a word
* Enjoy an increasing range of books
* Begin to recognise some familiar words
* Know that information can be retrieved from books and computers
* Ascribe meanings to marks and use writing as a means of recording and communicating.
* Manipulate objects with increasing control

**Communication and Language**

* Develop and use ‘star words’, extending and introducing new vocabulary
* Joining in with repeated refrains and phrases in rhymes and stories
* Listening to and responding to ideas expressed by others in conversations or discussions.
* Using talk when pretending that objects stand for something else in play e.g. this box is my castle
* Recalling and reliving past experiences.
* Introduce storylines and narratives into their play.
* Listen to stories with increasing attention and recall
* Extend, use and explore vocabulary throughout the day and in dedicated talk time
* Show awareness of the listener, using conventions such as greetings, ‘please’ and ‘thank you’
* Develop sequencing skills, ordering stories
* Continue a rhyming string
* Hear and say the initial sound in words and know which letters represent some of the sounds
* Suggest how a story might end

**Autumn Term 2nd Half**

**Medium Term Plans**

**ALL ABOUT ME**

**Physical Development (Games)**

* Using small equipment such as pencils, scissors, brushes etc. with basic control
* To be able to change independently for PE sessions
* To be able to move with coordination and self-control
* To learn how to use different parts of our body to balance and move using bean bags, quoits and hoops
* Take part in team games such as parachute
* To use wheeled equipment with control and stop safely, gaining our class driving licence.
* Oral health care, healthy eating etc
* Joining movements to create a short sequence
* Participating in activities that promote fine motor control e.g. Funky fingers

**Expressive Arts and Design**

* Exploring printing with a variety of objects, textured paint
* Creating own models using play-dough
* Exploring role-play areas e.g. doctor surgery, dentist and baby clinic
* To be introduced to and to explore a variety of instruments – exploring how different sounds can be made
* To provide opportunities to sing simple songs from memory
* Learn new songs and dances for our Nativity play
* Printing and painting activities
* Cutting, sticking and exploring different materials and techniques e.g. paints and pastels
* Listening to songs and rhymes, singing and acting out nursery rhymes/Christmas songs
* Listening to and acting out familiar stories

|  |  |
| --- | --- |
| |  | | --- | |  | |

**Personal, Emotional, Social Development**

* Have a sense of belonging to the wider school
* Show care and concern for self and others
* Initiate interactions with other people
* To be able to take responsibility for classroom environment
* Welcome visitors in the classroom
* To be confident to ask our visitors questions
* Taking part in Nativity play
* Working and playing in groups
* Developing an understanding of different feelings (Colour Monster), -introducing feelings pots
* Considering the feelings of others
* Learning to resolve minor conflicts by themselves
* Playing in a group, extending and elaborating play ideas, e.g. building up a role play activity with other children.

**Understanding the World**

* Investigate what happen to ingredients when making cakes, soup, apple crumble.
* Visiting the local allotments –seasonal changes Autumn/Winter
* Learning about our body and body parts –vocabulary muscles, skeleton etc
* Observing common and unique features on our faces
* Learning about people who help us in our community
* ICT using Busy Things program to create firework pictures
* Keeping safe when we are near matches, candles, bonfires or fireworks
* Staying safe in the dark/reflective clothing, road safety –completing Reception driving test
* Help Who Help us -
* Lights/candles and their importance to people when celebrating
* Solids and liquids- linked to winter and ice
* Bonfire night/Guy Fawkes, Diwali, Remembrance Day and Christmas
* Learning how to use the interactive whiteboard and computers.