

## 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.

## 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

## 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

## Understanding the World

- Investigate what happens 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.

## Autumn Term 2<sup>nd</sup> 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

## 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

## 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