# Half term plan  Reception          1st Autumn 2020

## Characteristics of effective learning

| Playing and exploring- Engagement | Active learning- Motivation | Creative thinking- Critical thinking |
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| **We are learning to:**<br><br>Select resources & activities independently & be keen to have a go | **We are learning to:**<br><br>To work with a plan in mind and to see activities through to completion<br>Use language such as :" I am making….." ; "I am trying…." or "my plan is…" | **We are learning to:**<br><br>Follow support to solve problems |

## Prime areas

| PSED | Communication | Physical |
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| **We are learning to:**<br>Self confidence & self awareness<br>-Communicate freely (needs, wants, likes dislikes)<br>-Develop confidence to talk about myself within a small group (Discussing likes/ dislikes, what is happening…)<br>Making relationships<br>-Play within a group and elaborate on play ideas.<br>-Initiate play & offer cues for others to join in<br>-Respond to what others are saying or doing<br>Managing feelings & behaviour<br>-leave parents with support (mainly new children)<br>-Recognise and follow new class routines and expectations<br>-Develop an awareness of own feelings<br>-Take turns & share (with some support) | **We are learning to:**<br>Listening & Attention<br>-Develop awareness of good listening (looking, 1 at a time)<br>Understanding<br>-Understand the use of prepositional language (on, in, under, behind and next to)<br>Speaking<br>-Extend our sentences by using **and** & **because**<br>-Use talk to connect ideas, explain what is happening, anticipate , recall & relive experiences<br><br>Colourful semantics<br>-introducing who, what, where, when and how words and visuals to support understanding<br><br>Talking groups<br>-targeted group support to develop or extend vocabulary, social communication and story telling | **We are learning to:**<br>Health & Self-care<br>-Develop our independence with toileting, hand washing, accessing a drink, changing for PE etc…<br>Moving & handling<br>-Develop an awareness of space, and be able  to adjust & negotiate speed and direction ( resources: ribbons, scarves, parachutes, bike, PE, outside space)<br><br>-Develop coordination with 1 handed tools or taking part in activities involving 1 hand:<br>• Holding writing tools correctly<br>• Scissors<br>• Pouring, tipping, mixing<br>• Woodwork-hammer and nails.<br>• Therapy putty<br>• Tweezers |

## Specific Areas

| Maths (White Rose) | Literacy | Understanding World | Expressive arts |
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| **We are learning to:**<br>Numbers & place Value<br>Reciting, ordering, recognising numbers to 5<br>Touching each object as they count<br>Subitising (recognising amounts without counting)<br>Counting and comparing objects in a group<br>Counting out objects from a group<br>Number games using dice<br>**Strategies taught:**<br>lining up objects<br>Touching each object as the say a number<br>Can you make the same as me?<br>Hide and reveal objects to encourage subitising<br>I think there are…, can you check?<br><br>**Addition & Subtraction**<br>Sorting objects into groups by shape, colour, size or type<br>Talking about the groups<br>Talking about their rule for the group | **We are learning to:**<br>Reading<br>-Link sounds and actions to letters of the alphabet<br>-Handle  books with care<br>-Show enjoyment in rhyming books<br>-Recognise our own name, familiar words or advertising logos<br>-Segment the sounds in simple words & blend them together & know which letters represent some of them<br>Writing<br>-Give meaning to the marks I make as I draw, write & paint<br>-Break the flow of speech into words<br>-Continue a rhyming a string<br>-Hear & say initial sounds of words<br>**Power of  Book: A great big cuddle: poems for the very young** | **We are learning to:**<br>People & Communities<br>-Identify that some things make me unique<br>**-**Talk about present events in their own lives & that of their family members<br>The world<br>-Name features of my body and develop an awareness of our senses<br>-Explore the similarities & differences in features of animals and how they differ to us<br>-Talk about observations<br>-Comment on ideas & ask questions<br><br>Technology<br>-Operate the CD player by pushing play/ stop<br>-Use the white board pen with developing control<br>-complete a simple programme clicking and dragging | **We are learning to:**<br>Exploring media & materials<br>-Join in with familiar songs.<br>-Tap out simple repeated rhythms.<br>-Explore & name colour<br>-Join construction pieces together to build &<br> balance<br>-try different creative activities<br>Being Imaginative (house role play)<br>-Notice what adults do, imitating what is observed & do it spontaneously when adult is not there<br>-Engage in imaginative play based on own 1st<br> hand experience |

| **Digging deeper:**<br>Can you make it a different way?<br>How many different ways can you find?<br><br>Shape, space & Measure<br>-Name circle, square, triangle, rectangle, hexagon<br>-Create repeating shape patterns<br>-To create & recreate patterns using shape<br>-Recognise, create & describe a shape pattern | | | |
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