

Coatham Primary School  
 Medium Term Planning  
 Year Group: Reception

Where in the World do the Animals Live?

Communication and Language		
	Skills	Overview
<p>Listening and Attention</p> <p>Speaking</p>	<ul style="list-style-type: none"> <li>• Can follow longer instructions</li> <li>• Can understand and answer simple why questions</li> <li>• Listens to longer stories and answer questions about a story they have just heard</li> <li>• Uses new vocabulary throughout the day.</li> <li>• Talks in longer sentences joined up with words like and and because</li> <li>• Uses future and past tense</li> <li>• Speech is easily able to be understood by others</li> <li>• Describes past events in some detail</li> </ul>	<p>Use class texts to learn new vocabulary – The Tiger That Came to Tea, Dear Zoo, Noah’s Ark          Discuss characters and how they are feeling throughout the text.          Learn new vocabulary through Drawing Club.</p> <p>Use speech in daily routine – negotiate ideas, plans and resources with peers. Respond and talk to adults in classroom environment.          Talk about what firework experiences. Provision will encourage children to interact and develop language – autumn, home area, investigation table, puppet theatre, small world, classroom role play area.</p>
Personal, Social and Emotional		
	Skills	Overview
<p>Self-Regulation</p> <p>Building Relationships</p>	<ul style="list-style-type: none"> <li>• Sees themselves as a valuable individual</li> <li>• Expresses their feelings and is beginning to consider the feelings of others</li> <li>• Shares their own feelings and interests</li> </ul>	<p>Look after belongings, enjoy responsibility of class jobs, being able to separate from main carer and complete a full school day.          Continue to use class text and provision to share feelings. Through discussion begin to know how to regulate and ask for help when experiencing difficulties or upset.</p>

<p>Managing Self</p>	<ul style="list-style-type: none"> <li>• Builds constructive and respectful relationships</li> <li>• With some reminders, listens to other children as well as adults</li> <li>• Regularly shares and co-operates with friends and other peers</li>   <li>• With support, sets their own goals and works to achieve them</li> <li>• Understands why it is important to respect class rules and behave correctly towards others</li> <li>• Can zip their coat up independently</li> </ul>	<p>Adults to model and demonstrate effective social relationships with children in day to day situations and in the environment using games and resources to promote sharing. Use circle time to listen to others and take turns – who’s in my family? Tell us something about you etc</p> <p>Complete short adult led activities – phonics/maths/handwriting –see weekly planning. Learn to complete an activity in the classroom before moving onto another – adult support. Embed class rules/school rules using Mrs Greer’s Smiles for support.</p>
<p>Physical Development</p>	<p>Skills</p>	<p>Overview</p>
<p>Gross Motor</p>	<ul style="list-style-type: none"> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or on the floor</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group</li> <li>• Further develops their co-ordination and control with the fundamental movement skills – rolling, crawling, walking, jumping, running, hopping, skipping, climbing</li> </ul>	<p>Use kinetic letters to teach children to sit at a table correctly. Weekly Yoga sessions. Weekly PE sessions. Outdoor climbing equipment.</p>



Writing	<ul style="list-style-type: none"> <li>• Can spell some of the Reception keywords independently and uses this knowledge in their writing</li> <li>• Can write cvc words independently</li> <li>• Attempts to write captions, however, they may not contain finger spaces or all of the sounds</li> </ul>	<p>RWI daily phonics. Begin to write words when ready as per scheme.</p> <p>Write with a purpose – menus in home area, clip boards for mark-making, writing name, story maps, Drawing Club.</p>
Numeracy	Skills	Overview
Number	<ul style="list-style-type: none"> <li>• Can count up to 5 objects accurately from a larger group</li> <li>• Has an understanding of numbers to 5 and knows their position in counting order</li> <li>• Can say which numbers they can see inside a number to 5</li> <li>• Begin to use pictures and writing to communicate mathematical ideas</li> <li>• Recalls some number bonds to 5</li> <li>• Begins to recall one more and one less to 5</li> </ul>	<p>Planned maths sessions.</p> <p>Maths area with number challenge.</p> <p>Daily counting.</p> <p>Daily days of the week.</p>



<p>People, culture and communities</p>	<ul style="list-style-type: none"> <li>• After close observation, draws pictures of the natural world, including animals and plants</li> <li>• Knows that there are different countries in the world and talks about the differences they have experienced or seen in photos</li> <li>• Be able to draw a simple map of their immediate environment or imaginary ones from familiar stories</li> <li>• Understand that some places are special to members of their community</li> <li>• Able to name and talk about some places of worship and places of local importance</li> </ul>	<p>Observe animal prints. Use how to draw for range of animals.</p> <p>Use a map to look at the different the animals live – jungle, desert, ocean. Discuss similarities/differences. Watch Andy’s safari CBeebies – look at countries visited on the class map.</p> <p>Produce a simple story map of class text – familiar text.</p> <p>Follow Redcar and Cleveland Agreed Syllabus – Nativity.</p>
<p>Expressive Arts and Design</p>	<p>Skills</p>	<p>overview</p>
<p>Exploring Media and Material</p>	<ul style="list-style-type: none"> <li>• Creates collaboratively sharing ideas, resources and skills</li> <li>• Thinks about and discusses what they want to make</li> <li>• Discuss problems and how they might solve them</li> <li>• Begins to select a particular tool to suit a purpose and can give a simple explanation ie chalk for smudging</li> </ul>	<p>Explore with paint, mixing colours.</p> <p>Explore creative area - cutting, sticking, adding materials. Tell an adult what has been made, discuss and implement improvements.</p>

Being imaginative and Expressive

- Listens attentively, moves to and talks about music, expressing their feelings and responses
- Can watch and talk about dance and performance art, expressing their feelings and responses
- Sings in a group or on their own, increasingly matching the pitch and following the melody

Weekly planned music sessions - PDM  
Dough Disco - listen to and follow instructions to music.  
Gross motor movement breaks.  
Dance Mondays – feel the music, free dance, morning job.