

WHAT HAPPENS WHEN WE ARE SLEEPING?

First Hand Experiences

PJ Party with families (Maybe one after school with hot chocolate) / Space week (children prepare to go into space)

<p style="text-align: center; margin: 0;"><u>Vocab</u></p> <p>Night Dark Day Light Asleep Nocturnal Diurnal Planets Moon Stars Sun Dreams</p>	<p style="text-align: center; margin: 0;"><u>Knowledge</u></p> <p>Animal names- Grouping into nocturnal/diurnal. Features of nocturnal and diurnal animals. What is a good bedtime routine? Understanding light and dark- how light is made? Understanding of the solar system- Planet names Why do we need to sleep?</p>	<p style="text-align: center; margin: 0;"><u>Skills</u></p> <p>Extends vocabulary, especially by naming and grouping , exploring the meaning of new words. Uses everyday language related to time. Shows some understanding of good practices in relation to health. Talks about why things happen and how things work. Understanding that information can be retrieved from books and computers. Making observations of animals and the natural world.</p>
Objectives	Possible Learning Activities	
<p style="text-align: center; margin: 0;">Writing</p> <ul style="list-style-type: none"> • Ascribes meanings to marks that they see in different places • Writes own name. • Gives meaning to marks they make as they draw, write and paint. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. 	<p style="text-align: center; margin: 0;">Space man drawing (Get Squiggling) Moon/ Space man writing Mark making in sand and glitter Phase 2 Phonics Name writing Initial sound writing CVC words Weekly writing activities</p>	
Reading	Non- Fiction Books	

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<ul style="list-style-type: none"> • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Listens to stories with increasing attention and recall. • Describes main story settings, events and principal characters. • Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. • Knows that print carries meaning and, in English, is read from left to right and top to bottom. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. 	<p>Daily Stories Cbeebies Bedtime Stories Whatever Next (Reading Comprehension) Phase 2 Phonics Tricky Word Fridays Lillac/Pink Individual reading Nursery Rhymes Bag</p>
<p style="text-align: center;">Number</p> <ul style="list-style-type: none"> • Recites numbers in order to 10. • Knows that numbers identify how many objects are in a set. • Beginning to represent numbers using fingers, marks on paper or pictures. • Sometimes matches numeral and quantity correctly. • Shows curiosity about numbers by offering comments or asking questions. • Compares two groups of objects, saying when they have the same number. • Shows an interest in number problems. • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. • Shows an interest in numerals in the environment. • Shows an interest in representing numbers. • Realises not only objects, but anything can be counted, including steps, claps or 	<p>Ordering the astronaut Numbers (Numerals to 5- HAPs 10) Countdown to blast off Maths Meeting (Following Maths Meeting guidelines) Letter and number formation Estimating and checking Counting out amounts objects (space themed) Matching numerals to quantities (space themed) Counting board games (snakes and ladders)</p>

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<p>jumps.</p> <ul style="list-style-type: none"> • Recognise some numerals of personal significance. • Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. 	
<p style="text-align: center;">Shape, Space and Measure</p> <ul style="list-style-type: none"> • Shows awareness of similarities of shapes in the environment. • Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. • Shows interest in shapes in the environment. • Uses shapes appropriately for tasks. • Beginning to talk about the shapes of everyday objects, e.g. ‘round’ and ‘tall’. • Beginning to use mathematical names for ‘flat’ 2D shapes, and mathematical terms to describe shapes. • Selects a particular named shape. • Can describe their relative position such as ‘behind’ or ‘next to’. • Orders two or three items by length or height. • Uses familiar objects and common shapes to create and recreate patterns and build models. • Uses everyday language related to time 	<p style="text-align: center;">2d/3d shape rockets Time- bedtimes and routines, ordering sequences of events at school Weight- craters made on the moon Maths Meeting (Following Maths Meeting guidelines) Shape hunts around the school / local area / Church Puzzles 3D shapes Christmas presents (guess what shape is wrapped)</p>
<p style="text-align: center;">RE- Why do Christians perform a Nativity play at Christmas?</p> <ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them. • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. • Shows interest in different occupations and ways of life. • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. 	<p style="text-align: center;">The Christmas Story Sharing own experiences Family traditions Singing songs about the Christmas story What was your favourite part of the Nativity? How did it make you feel performing the Nativity?</p>
<p style="text-align: center;">Communication and Language- Speaking, Understanding, Listening</p> <ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. using and, because). • Can retell a simple past event in correct order (e.g. went down slide, hurt finger). • Uses talk to connect ideas, explain what is happening and anticipate what might 	<p style="text-align: center;">Walkie-Talkies Talking to people in space Daily Stories Cbeebies Bedtime Stories Circle Time games Learning Nativity songs</p>

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<p>happen next, recall and relive past experiences.</p> <ul style="list-style-type: none"> • Builds up vocabulary that reflects the breadth of their experiences. • Uses talk in pretending that objects stand for something else in play, e.g, ‘This box is my castle.’ • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture. • Responds to simple instructions, e.g. to get or put away an object. • Beginning to understand ‘why’ and ‘how’ questions. • Listens to others one to one or in small groups, when conversation interests them. • Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Focusing attention – still listen or do, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity). 	<p>Speaking and Listening games What am I? PJ party (Speaking and listening focus)</p>
<p>Physical Development- Health and Self Care, Moving and Handling</p> <ul style="list-style-type: none"> • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Mounts stairs, steps or climbing equipment using alternate feet. • Walks downstairs, two feet to each step while carrying a small object. • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can stand momentarily on one foot when shown. • Can catch a large ball. • Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment, e.g. makes snips in paper with child 	<p>Moving in space Moving like animals Discussing bedtime routines Starting Rolling Snack Dough Disco Writing Repeating in the mornings Sand / glitter / shaving foam / large chalk etc. mark making Trim Trail Thursday (large equipment and playground markings) Sleeping – why do we sleep? What happens when we don’t sleep?</p>

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<p>scissors.</p> <ul style="list-style-type: none"> • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, e.g. letters from their name • Can tell adults when hungry or tired or when they want to rest or play. • Observes the effects of activity on their bodies. • Understands that equipment and tools have to be used safely. • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Can usually manage washing and drying hands. • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. 	
<p>Personal, Social and Emotional Development- Making relationships Self-confidence and self-awareness Managing Feelings and behaviour</p> <ul style="list-style-type: none"> • Initiates play, offering cues to peers to join them. • Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Keeps play going by responding to what others are saying or doing. • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. • Initiates conversations • Can select and use activities and resources with help. • Welcomes and values praise for what they have done. • Enjoys responsibility of carrying out small tasks. • Is more outgoing towards unfamiliar people and more confident in new social situations. • Confident to talk to other children when playing, and will communicate freely about own home and community. • Shows confidence in asking adults for help. • Aware of own feelings, and knows that some actions and words can hurt others' feelings. • Begins to accept the needs of others and can take turns and share resources, 	<p>Routines Emotions Fears (scared of the dark) Lunch Time without class teachers Group games Nativity Carrols and Coffee</p>

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<p>sometimes with support from others.</p> <ul style="list-style-type: none"> • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. 	
<p style="text-align: center;">Understanding the World- The World Technology</p> <ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Talks about why things happen and how things work. • Developing an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment. • Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. • Knows that information can be retrieved from computers 	<p>Space – planet names / transport / suns, stars and moons Walkie Talkies – Ruby to Pearl and within class What do astronauts need in space? How are craters made? Why do animals come out at night? Animals at night – Features Bedtimes Light and Dark – How is light made?</p>
<p style="text-align: center;">Expressive Arts and Design- Using Media and Materials Being Imaginative</p> <ul style="list-style-type: none"> • Enjoys joining in with dancing and ring games. • Sings a few familiar songs. • Beginning to move rhythmically. • Imitates movement in response to music. • Taps out simple repeated rhythms. • Explores and learns how sounds can be changed. • Explores colour and how colours can be changed. • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. • Beginning to be interested in and describe the texture of things. 	<p>Junk Modelling – creating their own space suit. Animal Tracks – painting / chalks Get squiggling- spaceman, bat, hedgehog Performing the Nativity Carols and Coffee Decorating Day Encouraging free used of creative resources and creating own art</p>

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| <ul style="list-style-type: none">• Uses various construction materials.• Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.• Joins construction pieces together to build and balance.• Realises tools can be used for a purpose.• Developing preferences for forms of expression.• Uses movement to express feelings.• Creates movement in response to music.• Sings to self and makes up simple songs.• Makes up rhythms.• Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.• Engages in imaginative role-play based on own first-hand experiences.• Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. | |
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