

Literacy

Introduce individual reading- reading record books
Guided reading sessions - Introduce
Phonics- Introduce Bug club
Handwriting- cursive script handwriting activities,
home writing
Make a class book about ourselves
Stories- Owl babies, Three Little Pigs, Titch, Little
Red Hen, Monkey Puzzle

Mathematics Numbers as labels and for
counting, Shape, space and measures,
Calculating
Birthday display
Height chart- Make comparisons of heights
Maths songs/rhymes

Expressive Arts and Design

Make our own homes, Junk modelling
Footprint painting - for friendship display
Make Autumn leaf sculptures
Harvest food printing
Dress- role play, make dress, paint
Colour mixing
Autumn walk- special object printing
Make scented and coloured play dough
Eckington House role play- dressing up clothes,
babies, kitchen
Friendship/Ourselves songs
Music express- Special people unit

Knowledge of the World

On to bring in photographs of themselves and family.
Discuss differences between families (Monkey Puzzle
story)
Family tree display.
Look at our own homes- How are they
different/same?
Our community- the village
Science- Animals- our pets, Introduce animals around
the world
Look at differences between ourselves- (Titch story)
Make a body display
Label our body parts
Our senses- listening game, taste activity, feely bag,
activity, memory game
Autumn walk- notice changes in the seasons, Collect
Autumn leaves
Harvest activities- discuss meaning
Dress
Outdoor learning activities- bug homes, mud painting,
animal shelters, special bracelet activity

Reception

Autumn Term 1 2014

Ourselves

Miss Tooley

Personal, Social and Health education -

PSHE Scheme unit- Me, My Feelings and Relationships- Me and My Feelings
Ground Rules
Self Awareness
Kind hands display
Focus on settling the children into school - Separation from parents.
Covers- use Owl babies story, Play getting to know you games and
activities, friendship songs/activities.
Nurse Vetter- To discuss hand washing, keeping ourselves healthy
Listening games
Puppet - Share discussions on emotions, use emotion balls

Physical development-

Keeping healthy- Discuss the effect of exercise on the body
Dance - Focus on safe space, movement to music and high and low levels.
Games - Focus on team games- keeps and sports, working together.
Follow Val Salvin PE Scheme of work document.

Communication and Language

Introduce new topic- Question and discussion session.
Mini drama- Act out the story of the Three Little Pigs
Developing listening skills through Rhymes and Stories.
My book sharing circle times.
Question and answer session with characters from stories.
Learning partner work

Spirituality

Show care and concern for the special people in our lives.
Awe and Wonder of creation - us as individuals and the beautiful
animals in our world.

Religious Education

RE- Worship and celebration Prayer -
What is prayer?
Where do we pray?
When do we pray?
An introduction of harvest

The children will cover a range of learning objectives taken from the EYF5 and Characteristics of Effective learning documents. The learning objectives will be shown on the daily planning. The children will be immersed in child initiated purposeful play and adult led teaching. Children that are exceeding the Early Learning Goals will be extended to work within the National Curriculum learning objectives and APP assessment.

Reception Medium Term Planning Ourselves



OECD

Reception Medium Term Planning Ourselves:

Planning an Appropriate Curriculum in the Early Years Rosemary Rodger, 2013-04-03 The foundation stage has a fundamental role in the laying of foundations for children's learning. In this new edition the author uses a wide range of material including research evidence to offer an additional dimension to work currently taking place in the Foundation Stage. Each chapter includes the early learning goals for the majority of children and advice on providing for each area of learning: personal, social and emotional development; language and literacy; mathematics; knowledge and understanding of the world; and physical and creative development. Students training to be specialist early years teachers and those already working in the sector will welcome this up-to-date guide to planning and providing for high quality learning experiences for children under five. With case studies of good practice, practical help in writing an early years policy and guidance on assessment and devising an effective post-inspection plan, this is a truly comprehensive guide to planning and implementing an appropriate curriculum for the under fives.

Child Centred Planning in the Early Years Foundation Stage Jo McEvoy, Samantha McMahon, 2019-05-27 This practical text supports early years students and practitioners to build confidence in planning for learning across all stages of the EYFS and in the many different contexts in which it is delivered.

Early Years Management in Practice Maureen Daly, Elizabeth Byers, Wendy Taylor, 2004 Fully up-to-date with the latest information and theories, this text supports students and practitioners working in early years management.

Inclusive Pedagogy in the Early Years Phyllis Jones, 2012-08-21 Is it possible to meet all the needs of a widely diverse group of children in one class? Based upon the author's own research into this question, this new book invites readers to compare teachers' accounts of their best lessons and provides useful discussion and viewpoints about inclusive pedagogy in a variety of learning contexts. *Inclusive Pedagogy in the Early Years* covers structured and signposted case studies to encourage comparison; examples of children's work to demonstrate how they responded to lessons.

Teaching Across the Early Years 3-7 Hilary Cooper, Chris Sixsmith, 2004-11-23 This practical and accessible book explores ways of developing continuity and coherence in children's learning from three to seven years old. It is based around three case studies in which tutors on Initial Teacher Training courses worked with early years practitioners in three different pre-school settings, each linked to a primary school. The book describes how they successfully managed to plan and teach integrated themes across the age range in the context of the requirements of the Foundation Stage and the National Curriculum. Each case study has a different focus: science, design and technology, the arts, including an ICT strand; the humanities, including a physical education strand. English and mathematics dimensions run through each theme. The book is alive with discussion of children's art, language, drama and music, captured as field notes, writing, drawing and as video tape. Each chapter concludes with suggestions of ways in which readers can develop the ideas in their own contexts. This book will be invaluable reading for students on Early Years courses, Early Years practitioners and tutors and mentors in early childhood education.

Developing High Quality Observation, Assessment and

Planning in the Early Years Lisa Sancisi, Margaret Edgington, 2015-03-02 What is meant by high quality observation in the early years How do you devise effective next steps for young children that build on their interests How do you ensure that you meet the needs of all the children in your care Offering a fresh approach this practical toolkit offers a complete guide to observation planning and assessment in the early years It clearly explains the principles of good practice in this area and provides training tools to help practitioners develop their knowledge and skills and embed these principles into their setting The focus throughout is on helping practitioners to create their own systems for observation planning and assessment that are appropriate for the children they work with All the material in the book has been fully tried tested and proven to work and the methods described can be tailored to meet the needs of individual practitioners Featuring a wide range of case studies to illustrate how the principles work in practice the book includes Making effective observations and assessments Recognising the characteristics of effective learning Ways to engage parents in their children's learning How to identify next steps and learning priorities Dealing with barriers and maintaining quality over time With fully photocopiable resources throughout and including downloadable training sessions to accompany the book this is an essential toolkit for all early years managers leaders and those involved in setting support

Inclusion in the Early Years Phyllis Jones, 2005 Based upon the author's own research this new book from invites readers to compare teachers accounts of their best lessons and provides useful discussion and viewpoints about inclusive pedagogy over a variety of learning contexts

The Early Years Reflective Practice Handbook Avril Brock, 2014-07-17 What do early childhood practitioners need to know about reflection and reflective practice Ongoing reforms in early childhood care and education social policy affect all aspects of young children's and their families lives Decisions are being undertaken at a rapid pace and there is a need for those working in the field of Early Years to consolidate and reflect on their knowledge and practice building on what they already know This timely new book aims to support reflective practice for those working with young children in everyday work and in the wider political context whatever their professional role and whatever level of qualification they hold It takes a fresh look at a breadth of issues relating to early childhood care and education reflecting on policy knowledge and practice Incorporating practical reflection activities case studies exemplar scenarios and questions in each chapter the book considers policy developments and how these have affected young children and their families issues around socio culturalism language ethnicity disposition gender inclusion and socio economics when working with families learning through play and the notions of quality observation and assessment and continuity contemporary issues that practitioners and students on placement may encounter in their everyday work deepening reflective thinking and practice through ongoing and continuing professional development With practical guidance to help the reader reflect on their own practice this text offers invaluable support to early years practitioners looking to develop their career and achieving higher qualification at both undergraduate and at Master's level The book is a must for students on early years courses including early childhood studies initial teacher training

and early years teacher status Coordinating Physical Education Across the Primary School Carole Raymond,2005-11-29 A book to promote the talents of teachers and help them explore and share their skills All aspects of Subject Leadership are covered in the five parts of the book the role of the PE Coordinator what the PE Coordinator needs to know whole school policies and schemes of work monitoring for Quality resources for teaching and learning Case studies provide ideas on best practice and material to be used for reflection is drawn from schools practising coordinators OFSTED inspectors advisers and teacher educators *Playing Outdoors in the Early Years* Ros Garrick,2009-12-18 Considers every aspect of outdoor play from its rationale in early childhood education to incorporating it successfully into the curriculum and assessing its wider implications for teaching and learning **OECD Public Governance Reviews Monitoring and Evaluating the Strategic Plan of Nuevo León 2015-2030 Using Evidence to Achieve Sustainable Development** OECD,2021-04-28 Pursuing sustainable development requires a whole of society effort where the public sector engages with citizens the private sector and civil society organisations With this goal in mind in 2014 the Nuevo Le n Mexico government created the Nuevo Le n s Council for Strategic Planning to develop inter alia a 2015 2030 Strategic Plan *Principles of Primary Education* Pat Hughes,2013-05-13 This study guide has been revised to give practical guidance on the new standards for Qualified Teacher Status QTS and updated in line with the latest special needs Code of Practice and recent legislation It is a firm base for student teachers on all types of initial teacher education courses PGCE BA QTS BEd and modular and for those returning to primary teaching after a career break It also serves as a refresher course for experienced teachers especially those transferring to primary teaching from other phases of education Sufficiently rooted in practicalities to bridge the notorious theory practice divide the book is challenging and inspiring Its friendly supportive and interactive style enables the reader to take control of the learning process and there are planning sheets pro formas and reminders to develop effective classroom practice Each chapter provides its own learning objectives followed by information insights activities and references to other sources of information and guidance Overall the Guide is an excellent starting point for those who wish to become good teachers of primary school children **History in the Early Years** Hilary Cooper,2013-12-16 History in the Early Years is an innovative and accessible guide to helping young children explore the past through their environment family history and story This fully revised edition includes guidance on introducing children to the past at the Foundation Stage in school and pre school settings Throughout it shows how the requirements of the early years curriculum can be met in innovative ways and is fully illustrated by case study examples of children s learning and also supported by recent research The book will support both new and experienced early years practitioners in developing young children s sense of identity through history It encourages practitioners to ensure that history is a significant dimension of early years education and will be essential reading for all teachers in the early and primary years **Coordinating the Curriculum in the Smaller Primary School** Mick Waters,2003-10-04 Specifically designed for busy teachers who have responsibility for co ordinating a subject area

within their primary school Each volume in the series conforms to a concise style while providing a wealth of tips case studies and photocopiable material that teachers can use immediately subject they are called on to co ordinate these books provide guidance and examples to tackle the job There are special volumes dedicated to dealing with OFSTED creating whole school policy and the demands of co ordinating several subjects within a small school The entire set of 16 volumes is available for 185

Characters in Fictional Worlds Jens Eder, Fotis Jannidis, Ralf Schneider, 2010 Although fictional characters have long dominated the reception of literature films television programs comics and other media products only recently have they begun to attract their due attention in literary and media theory The book systematically surveys today s diverse and at times conflicting theoretical perspectives on fictional character spanning research on topics such as the differences between fictional characters and real persons the ontological status of characters the strategies of their representation and characterization the psychology of their reception as well as their specific forms and constellations in and across different media from the book to the internet

Planning an Appropriate Curriculum for the Under Fives Rosemary Rodger, 1999 A guide to planning and providing for high quality learning experiences for children under five The author advises on providing for each area of learning and outlines the early learning goals which establish expectations for the majority of children Case studies of good practice are included

Planning for Schematic Learning in the Early Years Karen Constable, 2013-05-29 What are schemas and why should you know about them How can schemas be identified in young children What does schematic learning look like and how does it meet the needs of individual children All children are different they look different sound different behave in different ways and crucially they learn differently It is a constant challenge in Early Years settings and Reception classes to provide opportunities that are relevant and valuable for all the children Being able to recognise and identify schemas in young children enables practitioners to plan a play based curriculum that allows for individualised learning based around each child s interests that will support the next steps of their development Drawing on current research the book clearly explains what schemas are and how they can be identified in children Looking at how settings can plan to incorporate schemas into their schemes and topics and providing real life examples of schematic learning in practice features include Examples of schemas alongside descriptions of common behaviour patterns A chapter on using schemas to support children with additional needs Photocopiable key checklists to help identify different schemas Guidance on developing schemas to support children in their next steps Advice on using schemas to aid the transition to Key Stage 1 Including case studies and photographs to illustrate practice this highly practical book aims to inspire practitioners teachers and students to be creative in the way they work with children and ensure the best for those in their care

Planning and Using Time in the Foundation Stage Jill Williams, Karen McInnes, 2014-04-04 Operating on two levels this book aims to help students and practitioners understand how to plan and use time effectively within the foundation stage setting The book examines how children learn and play at different times of

day how they function when they might be tired or hungry and how best to organize the learning day with this in mind The authors discuss the issue of environment how children relate to different areas within their own room and what happens when routines of time and place are altered The book also discusses how to develop children's understanding of time and how to incorporate the theme of time into children's play The book includes practical activities and examples that will allow children to fully comprehend the concept of time advice on how to create time for children to learn through play inquiry and investigation sections on how time can be used to include parents colleagues and the local community This book provides in depth analysis of how effective use of time can be beneficial for parents children and staff in early years setting Teaching Science and Technology in the Early Years (3-7) Dan Davies, Alan Howe, Christopher Collier, Rebecca Digby, Sarah Earle, Kendra McMahon, 2014-04-24 Teaching Science and Technology in the Early Years 3-7 celebrates young children's amazing capabilities as scientists designers and technologists Research based yet practical and accessible it demonstrates how scientific designing and making activities are natural to young children and have the potential for contributing to all aspects of their learning By identifying the scientific and design related concepts skills and activities being developed the book enables the reader to make more focused diagnostic observations of young children and plan for how they can help move them forward in their learning This second edition has been thoroughly updated and features Six new chapters providing practical advice and examples for enhancing scientific and technological learning through thematic approaches a new chapter focusing on the outdoor learning environment and how this can support science and technology new case studies of successful early years practice alongside examples of practical planning for learning and advice on documenting children's learning stories guidance on the role of talk narrative documentation and planning in relation to early years science and technology Based on the latest research and the first hand experience this practical and accessible book is essential reading for early years and primary students on undergraduate and Masters level courses **Nelson Thornes Primary** Roy Jarratt, 2001-08 Superb photocopiable resource sheets written in clear language and layout There are support and extension sheets included and unique self evaluation sheets for children to fill in Target sheets are provided to record successes and problems allowing progress to be checked and targets to be set for the future

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