



Roebuck Academy EYFS-Reception class Medium Term Planning

Autumn/Winter Theme : *Settling In / Let's party!*

Reception Class recovery curriculum – As the children return to school in September our main objective will be the wellbeing of the children. We will be primarily focusing on the prime areas of development: Communication and language, Personal, social and emotional development and Physical development.

| Focus Aspects of the Curriculum Prime and Specific Areas | Possible Activities and Experiences | Knowledge, Understanding, Attitudes and Skills to be Developed including Characteristics of Effective Learning (Differentiate as appropriate to children's experience, needs and age) |
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| <p>PSED:</p> <p>Making Relationships</p> <p>Self Confidence and Self Awareness</p> <p>Managing Feelings and Behaviour</p> | <ul style="list-style-type: none"> • <i>Settling in activities</i> • <i>Establish routines using visual timetables and prompts.</i> • <i>Support children to develop self care skills in toileting, managing clothes, eating and personal hygiene.</i> • <i>Help children to make friends – circle time, key group time</i> • <i>Support children to get used to the new setting through reading stories about starting school and talking about feelings.</i> • <i>Play games which help children to learn each other's names.</i> • <i>Small group tours of the school.</i> • <i>Encourage older children to support new children in the setting.</i> | <ul style="list-style-type: none"> • <i>Develop independence in using and accessing activities, resources and routines.</i> • <i>Develop appropriate self help skills</i> • <i>Show understanding of the routines of the day and join in with routines.</i> • <i>Begin to show awareness of the boundaries set and behavioural expectations.</i> • <i>Be willing to have a go at activities and explore the environment.</i> • <i>Begin to form relationships with other children and familiar adults e.g. key person.</i> • <i>Be confident to separate from parent or carer.</i> • <i>Show an awareness of their own feelings and begin to show awareness of the feelings of others.</i> • <i>Show satisfaction and pride in their own achievements</i> • <i>Be willing to have a go and initiate activities</i> • <i>Talk about likes and dislikes, show enjoyment of food and be willing to try new foods.</i> • |
| <p>Communication and Language</p> <p>Listening and Attention</p> <p>Understanding</p> | <ul style="list-style-type: none"> • <i>Daily story sessions</i> • <i>Opportunities for children to talk with adults and children one to one and in small groups</i> • <i>Introduce phonics activities as appropriate to age and readiness of children.</i> | <ul style="list-style-type: none"> • <i>Develop listening and attention skills</i> • <i>Pay attention and remain focused.</i> • <i>Enjoy talking with other children and adults about their own interests and ideas.</i> • <i>Begin to develop phonological skills appropriate to their stage of</i> |

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| Speaking | <ul style="list-style-type: none"> • <i>Small language group activities</i> • <i>First hand experiences – trip to the shop, market, café.</i> • <i>Role play opportunities based on first hand experiences e.g. shopping, café, cooking, celebrations, home life</i> • <i>Cooking activities - following recipes, looking at cook books, talking about what is happening to the food and the processes taking place, sequencing instructions and describing the taste, texture, smell and appearance of the food</i> | <p>development.</p> <ul style="list-style-type: none"> • <i>Show an interest in stories, joining in with them and entering into discussions about what they hear.</i> • <i>Follow sequenced verbal instructions when cooking from a recipe and order and sequence the events when talking about what cooking.</i> • <i>Order and sequence events when planning a party/ celebration.</i> • <i>Develop language skills when recreating their own experiences and taking on roles during role play in English and home language.</i> • <i>Develop a vocabulary which reflects their experiences.</i> • <i>Pretend objects are things from their experience</i> • <i>Represent their own experiences in their play</i> |
| <p>Physical and Development</p> <p>Moving and Handling</p> <p>Health and Self Care</p> | <ul style="list-style-type: none"> • <i>Support children to develop self care skills by encouraging independence.</i> • <i>Manipulating different foods through cooking and malleable play – dough, pasta, dried foods, jelly</i> • <i>Opportunities to explore large physical play equipment</i> • <i>Physical activities which encourage cooperation skills e.g. ball games, construction, racing and chasing games, circle games</i> • <i>Finding out about healthy eating through tasting different foods, looking at information books, looking at food labels</i> • <i>Looking at how we take care of our teeth</i> • <i>Finding out about hygiene in food preparation when cooking and during snack and meal times</i> • <i>Cooking activities – using different cooking tools</i> | <ul style="list-style-type: none"> • <i>Develop self care skills in dressing, using the toilet, eating and hand washing.</i> • <i>Be able to help lay the table, help serve food and clear up, manage cutlery and utensils, manage personal hygiene at meal times and when handling food.</i> • <i>Use a range of tools safely and competently.</i> • <i>Handle, manipulate and effect changes to a range of malleable materials.</i> • <i>Develop good control and coordination in their large scale movements.</i> • <i>Seek out challenge</i> • <i>Take a risk when engaging in new experiences and developing new skills.</i> • <i>Persist in developing new skills when faced with difficulty</i> • <i>Be able to identify some healthy and unhealthy foods and have an understanding of what constitutes a balanced diet.</i> • <i>Understand how brushing teeth and not eating sugar helps to keep teeth healthy</i> |
| Literacy | <ul style="list-style-type: none"> • <i>Singing nursery rhymes and other songs.</i> • <i>Opportunities for children to explore a range of mark making activities and resources independently and alongside adults</i> • <i>Draw children’s attention to meaningful print in the environment e.g. timetables, labels, their own names, signs</i> • <i>Daily story sessions</i> | <ul style="list-style-type: none"> • <i>Enjoy listening to stories and sharing books with adults and other children</i> • <i>Enjoy joining in with songs and rhymes</i> • <i>Handle books carefully.</i> • <i>Be confident to have a go at mark making/ writing in different contexts</i> • <i>Retell familiar stories showing understanding and awareness of</i> |

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| | <ul style="list-style-type: none"> • Reading traditional tales and stories linked to food e.g. Goldilocks, The Gingerbread Man, The Little Red Hen, The Enormous Turnip, The Magic Porridge Pot, The Shopping Basket, Handa's Surprise, The Hungry Caterpillar. Opportunities for children to retell stories using props, puppets and costumes. • Making floorbook about different festivals and celebrations • Writing linked to role play and practical activities e.g. menus, shopping lists, labels, signs, party invitations, cards • Model oral blending of sounds to make words in everyday contexts | <p>simple story structures</p> <ul style="list-style-type: none"> • Understand that writing can be used for a range of purposes and be able to use writing to record and communicate information. • Be interested to explore different uses of writing. • Understand and begin to use the features of different forms of writing: recipes, lists, greetings cards, invitations. • |
| <p>Maths</p> <p>Numbers</p> <p>Shape, Space and Measure</p> | <ul style="list-style-type: none"> • <i>Opportunities to learn and explore number songs and rhymes e.g. group times, using props, on the computer, outside, in the water tray</i> • <i>Focus on number and counting opportunities during routines and that are significant to the children e.g. counting number of children, sequencing the day, house numbers, ages</i> • <i>Exploring capacity and measure through sand and water play – cooking play in sand and water, measuring containers.</i> • Finding out about number, calculating and weight through shop/cafe role play • Cooking activities – counting, weighing, measuring ingredients • Carrying out surveys of peoples favourite foods and recording the results • Setting the table for meals - working out how many cups, plates etc they need and counting them out • Sharing out food • Looking at different shaped food packaging – 2d and 3d shapes | <ul style="list-style-type: none"> • <i>Develop counting skills and number recognition to 10.</i> • <i>Use vocabulary associated with quantity, capacity, size and weight – more, less, same, heavier, lighter, lots, few, big, small, little etc.</i> • Record and write quantities and numbers • Understand how scales and balances work and use them to compare the weight of two objects. • Use counting and number recognition skills in role play. • Be interested and enjoy attempting to solve simple practical problems such as how many plates they need to put out on the table or when sharing food. • Use and describe simple mathematical calculations in practical situations e.g. We have put in one spoon of sugar so we need 2 more, Mohammed isn't here today so I will take his plate away. • Know the names of some 3d shapes. • Finding ways to solve problems. |
| <p>Understanding of the World</p> <p>People and Communities</p> <p>The World</p> | <ul style="list-style-type: none"> • <i>Local trips to the shops, a cafe</i> • <i>Cooking activities</i> • Exploring meal times and conventions around them through cooking, role play and lunch time routines • Finding out about different cultures and religions | <ul style="list-style-type: none"> • <i>Talk about significant events in their own lives and the lives of families and friends.</i> • <i>Explore and describe a range of different foods and materials through using their different senses.</i> • Find out about the names and traditions of festivals from different |

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| Technology | <p>through celebrating festivals e.g. Harvest, Black History Month, Diwali, Christmas</p> <ul style="list-style-type: none"> • Looking at the part food plays in celebrating important events such as festivals an birthdays through cooking activities • Finding out where food comes from – look at food packaging, reference books, internet, labels in shops • Exploring dough and baking bread – trying different breads from around the world • Finding out about different cultures and religions through celebrating festivals eg. Harvest, Black History Month, Diwali, Eid, Christmas • Visiting different places of worship. • Find out about traditional British events and festivals- Remembrance, Harvest, Bonfire night. | <p>cultures. How and why do different communities celebrate?</p> <ul style="list-style-type: none"> • Develop respect for own and other cultures. • Find out about foods from different cultures. • Understand how food is used to mark and celebrate important events. • Find out about the origins of food, how we get food from plants and animals, which foods grow in which seasons and which countries produce different foods. • Use a variety of sources to gather information. • Identify and describe the changes that occur when cooking with food. • Observe, ask questions, hypothesise, make predictions, analyse information, record and evaluate. |
| <p>Expressive Arts and Design</p> <p>Exploring and Using Media and Materials</p> <p>Being Imaginative</p> | <ul style="list-style-type: none"> • <i>Opportunities for children to engage in role play and small world play based on own experiences and familiar stories.</i> • <i>Help children to access resources in workshop areas and to use new tools, materials and resources.</i> • <i>Encourage children to express themselves creatively focusing on process not product.</i> • <i>Begin to learn a range of rhymes and songs.</i> • Introduce Helicopter stories when children are ready • Setting up shop/café in imaginary play area inside and outside • Setting up a party/festival in the home corner/ imaginary play area • Make props to support role play – costumes, food etc • Exploring music and dance from different cultures – learning some dances, songs, watching performances, exploring different instruments and the sounds they make | <ul style="list-style-type: none"> • <i>Develop individual forms of expression and explore creatively.</i> • <i>Make choices about resources, tools and materials to use to represent their ideas.</i> • <i>Enjoy joining in with songs and rhymes.</i> • <i>Engage in role play based on first hand experiences ad play alongside other children who are engaged in the same theme.</i> • Find out about the part music and dance play in celebrations and festivals in different cultures. • Use resources to create props to support role play. • Learn some simple dances and songs from different cultures. • Create their own dances and music and represent ideas through dance and music. • Identify different instruments and recognize the sounds they make. • Be able to change sounds for example make them loud or soft, fast or slow etc. |
| Use of ICT | <ul style="list-style-type: none"> • Use the simple word processing programs to make shopping lists, invitations, cookbooks and labels for shop. • Use the digital camera to take photos of cooking activities and then use pictures to order and sequence and to make recipes. | |

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| | <ul style="list-style-type: none"> • Use the internet to find recipes, find information about where food comes from and learn about celebrations. • Use the internet for shopping. • Use calculator in role play shop to add up cost of shopping. • Record results of favourite food survey using simple data handling programme. • Use digital scales, microwave, blender, digital thermometer etc when cooking (supervised!) • Look at cash registers, scanners, scales, bar codes when visiting shops – use self service checkouts so children can experience using these first hand. • Use CD player to listen to music from different cultures. • Video/ tape record songs and dances children have created. |
| Links to sustainable development and Global Curriculum | <ul style="list-style-type: none"> • Finding out about the origin of food and talking about global interdependence • Introducing ideas of eating local seasonal produce, choosing fair trade products and global inequalities in access to food • Getting a compost bin for food leftovers and talking about recycling food packaging • Finding out about different cultures and developing respect for other cultures/religions |
| Useful Books | <p>Reference: Around the World: Food, Let's Eat (Oxfam),</p> <p>Story books: Handa's Surprise, Goldilocks and the Three Bears, The Enormous Turnip, The Little Red Hen, The Gingerbread Man, The Magic Porridge Pot, The Runaway Chapati, Oliver's Fruit Salad, <i>The Shopping Basket</i>, <i>The Very Hungry Caterpillar</i>, Red Hot Chilli, <i>Don't Put Your Finger in the Jelly Nelly</i>, <i>I Will Not Never Ever Eat a Tomato</i>, Sameira's Eid, The Christmas Story</p> |
| Environment and Additional Resources | <p>Displays: Celebrations, Healthy foods</p> <p>Role Play Areas: Shop, Café, Santa's Grotto, Party</p> <p>Resources: Cooking utensils, cooking ingredients, cookbooks, shopping props (tills, baskets, empty food packaging, toy food, money, shopping list pads, credit cards, bags), home corner cooking and meal time props, measuring containers and scales/balances, pictures/videos of celebrations and festivals in different cultures, music from different cultures, instruments from different cultures, clothes from different cultures</p> |
| Involving Families | <ul style="list-style-type: none"> • Support parents with settling children. • Settling in review meetings. • Hold a parent's workshop • Encourage parents to cook food with children at home and to come in and cook with a group of children. • Invite parents to celebrate festivals and to talk to children about how they celebrate festivals at home. • Run a creative play workshop to explain benefits and give parents ideas to try at home – give play dough recipe to parents. • Try to set up informal bilingual story sessions with parents and small groups of children. • Invite parents on trips to local shops. |