

Orange Group

Year Group - Reception.

Planning - Autumn Term 2011

Planning for Curriculum Foundation Stage - Early Learning Goals.

Topic - Myself.

### Communication, Language and Literacy.

**‘Getting to Know You’** - Adults working directly with children using skills of observation to help children settle into their new classroom environment. Adults to encourage:

- Nurturing environment where children trust adults and feel safe and secure.
- All adults working with the children understand each child's communication style, likes and dislikes.
- Foster a sense of community and belonging within the class group.
- To understand what motivates each child in the group to be social and to want to join in with activities within the classroom.
- Each child to feel relaxed and happy within the classroom environment allowing greater access to activities within the classroom.

Introducing Structure and Routine.

- Assess each child's understanding of objects, pictures, symbols and language so all communication can be personalised for each child.
- Work with individual children and group to discover the natural routine for the children and the day e.g. observe what works well for each child and extend these times – giving confidence and reassurance to the children rather than imposing routines.
- Introduce objects/pictures/symbols for transition times/changes in activity – allow plenty of time for children to respond (don't rush any of the children) – slow/smooth/comfortable pace for the whole group – building on success.

Communication.

- Assess children's personal style of communicating e.g. eye contact, body language, signing, gesture, taking you to what they want, objects, symbols, pictures, language etc.
- Develop communication boards for snack time to enable children to initiate communication with adults to request food/make choices. Personalise communication for snack time e.g. responding to gesture or communication boards with pictures symbols etc.
- Extend children's communication styles within all areas of the school day.

Outcomes:

- To feel happy and safe within the class environment – increasing confidence and self esteem.
- To feel a good sense of self pride – increasing confidence in participation and co-operation.
- To feel a valued member of the class group – wanting to be with others and join in with others.

## Personal, Social and Emotional Development.

### **‘Getting to Know You’**

Working directly with individual children and using observation and assess the children’s individual needs - helping children to settle.

Focus on:

### **Communication**

Adults to assess children’s styles of communication so learning opportunities can be personalised e.g. using gesture, Makaton signing, photographs, symbols, language etc.

### **“Activity Time” – Independent Play.**

- Give plenty of time for the children to pursue their learning without interruption – to explore resources, activities and equipment independently at their own pace and in their own unique way – encouraging curiosity, concentration, personal interests and confidence.

**“Look at Me”** - Take photographs of children taking part in activities during their school day – create a learning journal for each child (with photographs) and encourage children to look at these and share them with each other and adults. Helping with communication, confidence, developing self worth and self esteem.

**“Can You Help Me?”** – encouraging the children to see all adults as a resource and as partners in learning.

- Value and support the decisions the children make.
- Encourage the children to try new things with gentle reassurance.
- Interacting compassionately with the children – supporting their interests and giving them all plenty of scope to learn from all activities in school.

Adults to focus on a gentle approach to include:

1. Warmth of words and gesture.
2. Serenity of approach at all times (remaining calm and patient)
3. Giving unconditional valuing at all times.

### **Outcomes:**

- To understand and learn they are special through the response of adults to individual differences and similarities.
- Take pleasure in learning new things.
- To develop self confidence and a belief in themselves.

## Creative Development.

**Helping Hands** – Creative activities which encourage fine motor control.

- Exploring materials using hands e.g. treasure baskets (materials to explore with different textures) and sensory play (gloop, playdough, sand, water, pasta, bubbles etc).
- Mark Making – using chalks, crayons, finger paints, brushes, rollers etc.
- Exploring materials – making a collage display for the classroom using different textured materials.
- Exploring action songs using hands for signing, actions to accompany songs and clapping.
- Exploring pencils and crayons to make marks on paper and card.
- Exploring playdoh – using hands and fingers to squeeze, push, pull, bend, stretch and shape. Use playdoh cutters to create different shapes also use letter and alphabet shapes.

Outcomes:

- Increased fine motor control.
- Increased control using tools e.g. holding pencils and crayons etc.
- To feel confident and happy in taking part in shared and group activities.
- Increased confidence when working directly with adults supporting in the classroom.
- Increased concentration and sitting for short periods of time.
- 

## Problem Solving, Reasoning and Numeracy

**“1,2,3,4,5 – Once I caught a Fish Alive”**

- Introduce number songs which motivate and encourage children to join in with the actions and words. Record favourites and use these during each singing session.
- As children become more confident and participation increases introduce song props, numbers and symbols for each song. Encourage children to manipulate props, numbers etc.
- Provide props, numbers etc. for each song so children can engage in singing/number activities independently.
- Introduce very simple counting games – counting frogs, fish, ducks into a pond etc.

Outcomes:

- To gain awareness of one to one correspondence.
- To gain awareness of numbers 1 to 10, 20 and beyond – as appropriate for each child.

- To begin to manipulate numbers during action rhymes, and play.
- To enjoy and join in with a range of favourite action songs.

## Physical Development.

### **“If You’re Happy and You Know It”**

- Introduce gross movement and whole body activities using action songs e.g. If Your Happy and You Know It – jump up and down, run round and round, stand up sit down etc.
- Introduce parachute games and songs which encourage participation and movement.
- Provide a safe space where children can experiment and engage in energetic play e.g. soft play and outdoor play.
- Introduce the Early Years Hall and using apparatus to climb, crawl through, jump over and off etc.

### Outcomes:

- To explore and understand the need for safety during physical activities and play.
- Explore and begin to show respect for personal space when playing alongside other children.
- To negotiate space successfully when playing alongside other children.
- To move freely and with pleasure.
- To begin to co-operate with other children and adults e.g. taking turns and sharing equipment.

## Knowledge and Understanding of the World.

### **“Come Outside” – Exploring Outdoor Play**

- Introducing song “It’s a lovely day – coming out to play” for going outside.
- What do we need to wear e.g. coats, boots, hats, rain suits????
- Exploring the playground and playground equipment – taking turns and sharing.
- Exploring the weather – rain, wind, sun, cold, warm, splashing in puddles etc.
- Exploring the natural world. – Sand, water, leaves, grass, hedges, trees etc.
- Exploring outdoor activities e.g. windmills, bubbles, streamers etc.

### Outcomes:

- To explore, play and seek meaning from their experiences.
- To show an interest in why things happen.
- Investigate outdoor environment using all senses.

To find out about and identify some features of living things, objects and events.