

Reception Medium Term Planning - Communication and Language, Literacy 2017-2018

Term	Text	C+L and Lit Teaching Focus	EYFS Links	Possible links/activities
Autumn 1	Owl Babies	<ul style="list-style-type: none"> • Sequencing the story • Retelling the story • Talking about the story and answering questions • Learning the story - T4W • Comparing the feelings of the owls to ourselves • Making lists of nocturnal/not nocturnal animals 	<p><u>C+L (40-60 months)</u></p> <ul style="list-style-type: none"> • Able to follow a story without pictures or props. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play. <p><u>Lit (40-60 months)</u></p> <ul style="list-style-type: none"> • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books • Gives meaning to marks they make as they draw, write and paint. • Enjoys an increasing range of books. • Hears and says the initial sounds in words. • Uses clearly identifiable letters to communicate meaning. 	<p>PSED - settling in, missing our families</p> <p>PD - snipping feathers, cutting feathers</p> <p>Maths - size, height, counting the owls</p> <p>UtW - nocturnal animals, day and night, habitats, Scales and Tails animal handling</p> <p>EAD - painting owls, nocturnal animals, making animals in dough/collage etc.</p>
<p>Why this text/theme?</p> <p>Children can relate to the feelings of the Owls in the story. Lots of repetitive language. Simple story structure for sequencing. Links to animals - most children are interested in.</p> <p>Evaluation/Changes/Notes to inform future planning:</p>				

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Autumn 2: Text/Genre 2	Handa's Surprise	<ul style="list-style-type: none"> • Vocabulary building - learning the names of new fruit and animals • Story mapping • Retelling the story • Handa's lost bag - fruit to try • Descriptive language • Lists of fruit they like • Labelling fruit/animals from the story 	<p><u>C+L (40-60 months)</u></p> <ul style="list-style-type: none"> • Able to follow a story without pictures or props. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play. <p><u>Lit (40-60 months)</u></p> <ul style="list-style-type: none"> • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books • Gives meaning to marks they make as they draw, write and paint. • Enjoys an increasing range of books. • Hears and says the initial sounds in words. • Uses clearly identifiable letters to communicate meaning. 	<p>PSED - similarities and differences, likes and dislikes</p> <p>PD - healthy eating</p> <p>Maths - size of fruit, counting fruit</p> <p>UtW - similarities and differences between other cultures, animals around the world</p> <p>EAD - observational drawings/paintings of fruit African music, aboriginal art</p>
<p>Why this text/theme?</p> <p>Repetitive structure. Opportunities for building vocabulary. Simple story structure for sequencing. Links to animals/fruit - most children are interested in/like.</p> <p>Evaluation/Changes/Notes to inform future planning:</p>				

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Autumn 1	Nursery Rhymes	<ul style="list-style-type: none"> • Learning rhymes • Rhyming words - identifying and creating • Humpty Dumpty get well soon card 	<p><u>C+L (40-60 months)</u></p> <ul style="list-style-type: none"> • Able to follow a story without pictures or props. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play. <p><u>Lit (40-60 months)</u></p> <ul style="list-style-type: none"> • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books • Gives meaning to marks they make as they draw, write and paint. • Enjoys an increasing range of books. • Hears and says the initial sounds in words. • Uses clearly identifiable letters to communicate meaning. 	<p>PSED - choosing favourite rhymes</p> <p>PD - nursery rhyme themed cutting sheets, spider web weaving, dough characters e.g. incy wincy</p> <p>Maths - links to number rhymes, 1, 2, 3, 4, 5 fish pond making</p> <p>UtW - exploring the characters of rhymes e.g. spiders, fish in a pond</p> <p>EAD - singing the nursery rhymes, acting them out, painting characters, making playdough characters</p>
<p>Why this text/theme?</p> <p>Rhyming words - good way to get children to think of/identify them. EAD links to singing. Most children know some Nursery Rhymes.</p> <p>Evaluation/Changes/Notes to inform future planning:</p>				