

# RECEPTION MEDIUM TERM PLAN

## TOPIC: Night Time

*30-50 months • 40-60 months	Learning Objectives	DM Band	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Date &amp; Core Story</b>			Owl Babies	Owl Babies	One ted falls out the bed	One ted falls out the bed	Whatever Next	Whatever Next
<b>Personal, Social &amp; Emotional Development</b> (Self-Confidence and Self-Awareness, Managing Feelings and Behaviour, Making Relationships)	<p>*Is more outgoing towards unfamiliar people and more confident in new social situations.</p> <p>*Can usually tolerate delay when needs are not immediately met, and understands when they may not always be met.</p> <p>*Can usually adopt behaviour to different people, social situations and changes in routine.</p> <p>*Can describe in self positive traits and talk about abilities.</p> <p>*Initiates conversations, attends to and takes account of what others say.</p> <p>*Updates own knowledge and understanding, and asks appropriate questions of others.</p> <p>*Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p>*Confident to speak to others about own needs, wants, interests and opinions.</p> <p>*Understands that one action affects other people. For example, becomes upset at times to comfort another child when they realise they have upset them.</p>	<p>30-50</p> <p>40-60</p>	<p>Reflective mark every Friday afternoon - continue to work through the Lolo circle time book 1/2"</p> <p>"Revisits the school/day rules with the children and what makes good."</p> <p>"Talk about the holidays - letter to each other in turn"</p> <p>"Discussion about being afraid of the dark."</p>	<p>Reflective mark every Friday afternoon - continue to work through the Lolo circle time book 1/2"</p> <p>"Continue discussion about being afraid of the dark and the topic in general - focus on vocabulary"</p> <p>"Letter to and discuss different items - describing words"</p>	<p>Reflective mark every Friday afternoon - continue to work through the Lolo circle time book 1/2"</p> <p>"Bringing in night time toys/items and talking about them with the class."</p> <p>"Play games which involve turn taking and sharing"</p> <p>"Acting out different scenarios e.g. conflict - use of words"</p>	<p>Reflective mark every Friday afternoon - continue to work through the Lolo circle time book 1/2"</p> <p>"Bringing Bedtime in the water tray, night time routines"</p> <p>"Discuss about being healthy e.g. brushing teeth before sleep and when they wake up"</p>	<p>Reflective mark every Friday afternoon - continue to work through the Lolo circle time book 1/2"</p> <p>"Acting out different scenarios e.g. conflict - use of words"</p>	<p>Reflective mark every Friday afternoon - continue to work through the Lolo circle time book 1/2"</p> <p>"Play games which involve turn taking and sharing"</p> <p>"Take turns to talk in front of the class about what they know about night time / their abilities"</p>

# Reception Medium Term Planning Ourselves

**Phyllis Jones**



## **Reception Medium Term Planning Ourselves:**

*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 **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 *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 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 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 *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 León Mexico government created the Nuevo León's Council for Strategic Planning to develop inter alia a 2015-2030 Strategic Plan **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 *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 **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

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 **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 **Coordinating the Curriculum in the Smaller Primary School** Mick Waters, 2003-10-04 This volume is dedicated to dealing with coordinating curriculum in the smaller primary school

**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 *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

**The Foundation Stage Teacher in Action** Margaret Edgington,2004-10-13 A fully revised edition of the author s best selling book this resource now includes an extended section on leadership and managing the foundation stage

**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 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

**Third Medium-term Plan 1990-1995** Unesco,1990

Complete Guide to Primary Dance Lyn Paine,National Dance Teachers Association,2014-02-25 This text provides primary teachers of all experience with the knowledge they need to plan and deliver age appropriate dance lessons It offers a scheme of 22 units of work suitable for reception to year 6 along with practical and creative ideas for teaching

dance It includes a web resource to support teaching and learning

## **Reception Medium Term Planning Ourselves** Book Review: Unveiling the Magic of Language

In an electronic digital era where connections and knowledge reign supreme, the enchanting power of language has be much more apparent than ever. Its power to stir emotions, provoke thought, and instigate transformation is really remarkable. This extraordinary book, aptly titled "**Reception Medium Term Planning Ourselves**," compiled by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound impact on our existence. Throughout this critique, we shall delve to the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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### **Table of Contents Reception Medium Term Planning Ourselves**

1. Understanding the eBook Reception Medium Term Planning Ourselves
  - The Rise of Digital Reading Reception Medium Term Planning Ourselves
  - Advantages of eBooks Over Traditional Books
2. Identifying Reception Medium Term Planning Ourselves
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Reception Medium Term Planning Ourselves
  - User-Friendly Interface
4. Exploring eBook Recommendations from Reception Medium Term Planning Ourselves
  - Personalized Recommendations
  - Reception Medium Term Planning Ourselves User Reviews and Ratings



- Reception Medium Term Planning Ourselves and Bestseller Lists
- 5. Accessing Reception Medium Term Planning Ourselves Free and Paid eBooks
  - Reception Medium Term Planning Ourselves Public Domain eBooks
  - Reception Medium Term Planning Ourselves eBook Subscription Services
  - Reception Medium Term Planning Ourselves Budget-Friendly Options
- 6. Navigating Reception Medium Term Planning Ourselves eBook Formats
  - ePub, PDF, MOBI, and More
  - Reception Medium Term Planning Ourselves Compatibility with Devices
  - Reception Medium Term Planning Ourselves Enhanced eBook Features
- 7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Reception Medium Term Planning Ourselves
  - Highlighting and Note-Taking Reception Medium Term Planning Ourselves
  - Interactive Elements Reception Medium Term Planning Ourselves
- 8. Staying Engaged with Reception Medium Term Planning Ourselves
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Reception Medium Term Planning Ourselves
- 9. Balancing eBooks and Physical Books Reception Medium Term Planning Ourselves
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Reception Medium Term Planning Ourselves
- 10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
- 11. Cultivating a Reading Routine Reception Medium Term Planning Ourselves
  - Setting Reading Goals Reception Medium Term Planning Ourselves
  - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Reception Medium Term Planning Ourselves
  - Fact-Checking eBook Content of Reception Medium Term Planning Ourselves
  - Distinguishing Credible Sources

13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
14. Embracing eBook Trends
  - Integration of Multimedia Elements
  - Interactive and Gamified eBooks

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