



Reception Medium Term Plan Autumn 2 – Light and Dark / Festivals

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Events / Info	Autumn Autumn / Bonfire night / Dussehra / Remembrance Day / Diwali / Bhai Dooj / Hanukkah / Christmas Anti-bullying day Winter concert							
Focus Book	<p>It was a cold dark night Bonfire Night – poem/alliteration Peace at last/ Day Monkey Night Monkey</p> <p>Christmas texts: Mog’s Christmas Calamity / Pete the Cat saves Christmas / The Christmas Pine/Stick Man</p>							
Communication and Language	<p>To be aware of time in relation to past, present and future e.g. Today is Sunny, yesterday was rainy. I wonder what the weather will be tomorrow? To respond to conversations that are going on around. To respond to adults’ interactions in appropriate ways. To use him and her correctly To have a widening vocabulary. To use language as a means of communicating and a way to express their ideas and feelings</p>							
PSED	<p>To come into class happily and follow the morning routines. To join in guided learning sessions. To put their own coat on and have a go at doing up the zip with increasing success. To manage their toileting needs and if they do have an accident they ask for help. To become increasingly independent in dressing themselves. To know some foods are better for us than others. To evaluate their behaviour using the school values when things have gone wrong. To play with one or more other children, extending and elaborating play ideas.</p>							

To understand sharing is not just about getting what you want but allowing the other child to have their fair turn and be able to wait for their turn.

PSHE Scheme: Jigsaw - Celebrating Difference

Settling back into school routines and boundaries

What I am good at?

I can identify something I am good at and understand everyone is good at different things

I'm Special, I'm Me!

I understand that being different makes us all special

Families

I know we are all different but the same in some ways

Houses and Homes

I can tell you why I think my home is special to me

Making Friends

I can tell you how to be a kind friend

Standing Up for Yourself

I know which words to use to stand up for myself when someone says or does something unkind

Physical Development

To use large muscle movements to wave flags and streamers, paint and make marks.

To Skip, hop, stand on one leg and hold a pose for a game like musical statues.

To throw objects with an overarm action at a target.

To catch a ball (using the whole body, not just arms).

To increasingly be able to use and remember sequences and patterns of movements which are related to music, rhythm or songs.

To use one-handed tools and equipment e.g. making snips in paper with scissors. To use a comfortable grip with good control when holding pens and pencils.

To begin to use a knife and fork to cut food and eat independently

PE

To use one-handed tools and equipment e.g. making snips in paper with scissors.

To use a comfortable grip with good control when holding pens and pencils

At the circus

To develop balancing.

On safari

To develop running and stopping.

Under the sea

To develop changing direction

Space explorers

To develop jumping.

At the farm

To develop hopping.

Into the woods

To explore different ways to travel using equipment.

Literacy

To have increasing muscle strength in their shoulder girdle muscles by taking part in hanging activities such as monkey bars, chins ups, pull ups or swinging

To hear and write the initial and final sounds in the words.

To write recognisable letters especially those that do not require retracing.

To write most of the letters in their name.

To write initial sounds in words moving to including end sounds and finally CVC words.

To join in Fred-talk and like to play rhyming games.

To join in with familiar nursery rhymes and songs.

To read all Set 1 sounds.

To blend sounds into words orally.

To have a range of stories they enjoy and can talk about.
 To think about what might happen next, where the story is set and use the pictures as clues about the story.
 To answer simple questions.
 To retell and sequence familiar stories using some of the key vocabulary.
 To be introduced to non-fiction texts and poetry.

Maths

To say number words in sequence to 10. To know that the last number reached when counting a set tells you how many there are in totally (cardinal principle).
 To understand you can show a number by counting out matching amounts
 To recognise small quantities without having to count them (subitising).
 To count to 10 and in a group continue to 20.
 To know you can count backwards and in a group count down from 10 to 0.
 To begin to relate number rhymes about less to counting backwards.
 To develop a sense of number composition and begin to understand that the number stays the same if nothing is added or taken away from it.
 To compare quantities using language: more than, fewer than and the same.
 To continue and make up their own AB pattern.
 To use the language of position and direction: position: 'in', 'on', 'under' direction: 'up', 'down', 'across'.
 To use the language of position: 'in', 'on', 'under' and direction: 'up', 'down', 'across'. To explore shapes, the attributes of particular shapes, and select shapes to fulfil a particular need.
 To recognise the specific attributes such as long, tall, big and heavy.
 To talk about the things they do in the daytime and night-time.

White Rose Hub

<p>It's Me 1, 2, 3</p> <ul style="list-style-type: none"> • 1 more • 1 less • Composition of 1, 2 and 3 	<p>Circles and triangles</p> <ul style="list-style-type: none"> • Identify and name circles and triangles • Compare circles and triangles • Shapes in the environment • Describe position 	<p>1, 2, 3, 4, 5</p> <ul style="list-style-type: none"> • Find 4 and 5 • Subitise 4 & 5 • Represent 4 and 5 	<p>1,2,3,4,5</p> <ul style="list-style-type: none"> • 1 more • 1 less • Composition of 4 and 5 • Composition of 1-5 	<p>Shapes with 4 sides</p> <ul style="list-style-type: none"> • Identify and name shapes with 4 sides • Combine shapes with 4 sides • Shapes in the environment 	<ul style="list-style-type: none"> • My day and night 	<p>measure & patterns</p> <p>Compare size</p> <ul style="list-style-type: none"> • Compare capacity • Compare mass 	<p>Consolidation</p>
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Understanding the World

Computing	<p>To know that there are different programs on the computer that can be used. To know what to do if they see something that upsets them when using technology To know that Tapestry is a method of communication, and is used to upload learning/experiences between home and school. To access and use simple activities using touch technology with increasing control.</p>							
The Natural World (Science/Geography)	<p>To begin to understand that not all countries have the same weather, landscapes and animals. To talk about what they see around them when they are exploring their environment To notice the change between summer to Autumn especially on trees and how the weather feels. To make pictures to represent the current season.</p>							
Past and Present (History)	<p>To have an awareness that some things/events happened a long time ago such as Bonfire night. To be able to comment on images of familiar situations in the past such as their last Christmas or special event</p>							
People Culture and Communities (R.E.)	<p>To begin to understand that some places are special to members of the community by being shown pictures of places of worship when learning about different celebrations (Diwali, Jain new year, Hanukkah)</p> <p>Theme: Christmas</p> <p>Key Question: What is Christmas</p>							
Expressive Art and Design (Art and Design)	<p>To begin to understand that artwork is representative of themselves and are starting to acquire a sense of ownership for creative pieces. . To explore with un-tuned and body percussion. To begin to build a repertoire of songs and dances. To believe play largely based on their own experiences To retell familiar stories with or without props.</p>							
Singing	To identify and do actions for high and low, understand the term 'pitch' and learn a new song	To recognise different pitches, demonstrate a faster and slower heartbeat and learn a new song	To recognise different pitches, explore different kinds of voice production and learn the word 'pulse'	To learn two Christmas songs focusing on melodic shape and rhythm	To learn a new Christmas song and focus on singing in time with a backing track	To memorise all three Christmas songs and focus on performing skills	To memorise all three Christmas songs and focus on performing skills	To memorise all three Christmas songs and focus on performing skills