



This half term  
our topic is:  
Dark / Light /  
Christmas

# Reception Curriculum Plan - Autumn 2

	<b>Week 1</b> <b>W/B 4<sup>th</sup> Nov</b>	<b>Week 2</b> <b>W/B 11<sup>th</sup> Nov</b>	<b>Week 3</b> <b>W/B 18<sup>th</sup> Nov</b>	<b>Week 4</b> <b>W/B 25<sup>th</sup> Nov</b>	<b>Week 5</b> <b>W/B 2<sup>nd</sup> Dec</b>	<b>Week 6</b> <b>W/B 9<sup>th</sup> Dec</b>	<b>Week 7</b> <b>W/B 16<sup>th</sup> Dec</b>
<b>Events / Info</b>	1 <sup>st</sup> Diwali  5 <sup>th</sup> Guy Fawkes Day		Wear bright clothes day to school			Visit to the church TBC	16.12.24 Reception Carol Concert (9.15am and 10am)  Christmas Hanukkah
<b>Focus Book</b>	Poem – Fireworks Go!	Owl Babies		Stick Man		Dear Santa	
<b>Communication and Language</b>	<p>To become aware of time concepts, such as past, present, and future.</p> <p>To use language to communicate, express their ideas, and share their feelings.</p> <p>To learn and use new words related to light and dark (e.g., sun, moon, stars, shadow, bright, dull, night, day).</p> <p>To listen attentively to stories and discussions about day and night, light and dark.</p>						
<b>PSED</b>	<p>To become increasingly independent in dressing themselves</p> <p>To increasingly follow rules, understand their importance, and use appropriate ways to be assertive</p> <p>To beginning to resolve conflicts through conversation</p> <p>To evaluate their behaviour using school values</p> <p>To extend and elaborate on play ideas, and understand that sharing involves fairness and patience</p> <p>To express feelings about light and dark and begin to understand that darkness is a natural part of life</p> <p>To understand the importance of wearing bright clothes in the dark</p>						
<b>Jigsaw:</b>	Settling back into school routines and boundaries	<b>What I am good at?</b>	<b>I'm Special, I'm Me!</b>	<b>Families</b>	<b>Houses and Homes</b>	<b>Making Friends</b>	<b>Standing Up for Yourself</b>

<b>Celebrating Difference</b>		I can identify something I am good at and understand everyone is good at different things	I understand that being different makes us all special	I know we are all different but the same in some ways	I can tell you why I think my home is special to me	I can tell you how to be a kind friend	I know which words to use to stand up for myself when someone says or does something unkind
<b>Physical Development</b>	To show a preference for a dominant hand To eat independently with a knife and fork To form some recognisable letters remember movement sequences related to music and rhythm						
<b>PE Games</b>	<b>At the circus</b> To develop balancing	<b>On safari</b> To develop running and stopping.	<b>Under the sea</b> To develop changing direction	<b>Space explorers</b> To develop jumping.	<b>At the farm</b> To develop hopping	<b>Into the woods</b> To explore different ways to travel using equipment	
<b>Literacy</b>	To orally blend sounds in CVC words To read Set 1 sounds To hear and write the first and last letter when sounding out words To use pictures to predict story elements To be introduced to non-fiction texts and poetry To listen to and discuss stories about light and dark, building narrative skills and comprehension						
	Writing Fire work words • Firework poems	Who What where	Speech bubbles  Facts on owls	• This is not a stick it's a ...	• Stickman went to the ...	• Writing letters to Santa	Writing Christmas cards
<b>Maths</b>	<b>It's Me 1, 2, 3 (2 weeks)</b> • Find 1, 2 and 3 • Subitise 1, 2 and 3 • Represent 1, 2 and 3 • 1 more / 1 less • Composition of 1, 2 and 3	<b>Circles and triangles (1 week)</b> • Identify and name circles and triangles • Compare circles and triangles • Shapes in the environment Describe position	<b>1, 2, 3, 4, 5 (2 weeks)</b> • Find 4 and 5 • Subitise 4 and 5 • Represent 4 and 5 • 1 more • 1 less • Composition of 4 and 5 • Composition of 1-5	<b>Shapes with 4 sides (1 week)</b> • Identify and name shapes with 4 sides • Combine shapes with 4 sides • Shapes in the environment My day and night	<b>Assessment and Review week</b>		

<b>Understanding the World</b>	Learning about Guy Fawkes	Parts of an owl	Nocturnal/diurnal animals	Light - where it comes from Lights through time	Cooking	Light in celebrations	
<b>Computing</b>	To use touch technology with increasing control to engage in simple activities To recognise Tapestry as a tool for sharing learning experiences between home and school						
<b>The Natural World (Science/ Geography)</b>	To plant bulbs or pansies and understand how to care for them To continue noticing seasonal changes from summer to autumn To explore and observe sources of light (sun, stars, lamps, torches) and the absence of light (shadows, darkness) To learn about the difference between day and night, and how light and dark relate to their daily routines						
<b>Past and Present (History)</b>	To recognise that some events happened a long time ago, like Bonfire Night To learn about how people in the past used different sources of light, such as candles, oil lamps, and fires, compared to modern electric lights						
<b>People Culture and Communities (R.E.)</b>	To learn that certain places, like places of worship, hold special significance for different communities To understand that different communities have special ways of using light in celebrations. To make connections between children's own experiences of light and dark, and those of children in other cultures.						
<b>Expressive Arts and Design (Art and Design, Music)</b>	To learn that their artwork is a representation of themselves, helping them develop a sense of ownership and pride in their creations To use different materials and media to express ideas about light and dark. To explore untuned percussion and body percussion To start to understand that stories can change by adding characters or altering events. To sing key songs, and notice and keep a steady beat						
	Firework pictures Artist: Jackson Pollock  Firework song / make firework sounds	Create an owl	Paper people – Collage using bright colours to develop the idea of the importance of being seen at night	Make a stickman	Make Christmas decorations	Make Christmas cards	
<b>Music Singing</b>	To start learning a carol focusing on clear diction and rhythm	To sing a whole carol with a sense of pitch movement	To sing with piano accompaniment and start learning a Christmas song	To sing both the carol and the song with piano accompaniment focusing on diction and pitch	To sing by memory and follow music cues	To sing from memory focusing on voice projection and following music cues	