



How do we Celebrate?



Who am I?



How do we celebrate?



Who made these footprints?



How can I look after our planet?



Are plants alive?



What is it like to be beside the Sea?



Focus Texts

The Diwali Gift

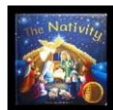
Where's My Teddy

The Night Before Christmas

Hurry, Santa!



Core Texts



Planned Environment Enhancements

Small World

Puppet play linked to celebrations. Woodland animals and hibernation. Great Fire of London.

Creative

Making firework pictures using different Materials and tools. Autumn leaves, colour mixing. Creating moving pictures.

Investigation

A range of artifacts from various celebrations To explore and discuss. Ashmeadow walk to compare seasons.

Finger Gym

Dough Disco
A range of different jigsaws and fine motor continuous provision activities

Reading / Listening / ICT

Diverse books, fiction and non fiction to explore

Writing & Mark Making

Card making – birthday, celebrations, invitations and Christmas, using different tools to mark make, cut and fix.

Malleable Materials

Playdough-explore and build finger muscles creating pictures with pegs and pegboards
Diva lamps linked to Diwali.

Role Play

Enhancement boxes – linked to different celebrations and different communities
Elves workshop enhancement

Possible lines of enquiry

Which celebrations are important to different people? (UW – RE- Communities)
How do we celebrations change throughout the year? (UW – Science – Links to seasonal change)
Why has the weather changing? (UW – science)
Why is it dark? (UW – science – linked to seasonal change)

The Prime Areas

During their enquiries children will have lots of opportunity to ask questions, seek answers and develop their understanding of communities and others celebrations.

Vocabulary

Celebration, different, autumn, festival, seasons, weather Special, Past, Present, Family, Relationships, Culture, Diversity, Differences, Unique, Country, Home, Europe, Spain, Abroad, Winter, Summer, Spring, Autumn, Change, Seasons, Weather.



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Medium Term Plan

Autumn 2



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Communication and Language



Knowledge Progression

Skills Progression

I know how to express myself and I am starting to use talk to do this

I know how to use short sentences to explain what I think

I know how to use a wide ranging vocabulary linked to celebrations we have talked about

I enjoy listening to songs and rhymes

I know how to listen to songs and rhymes with interest

I can join in with songs and rhymes

Focus Tasks and Interaction opportunities

- ✓ Provide opportunities to talk about own experiences of celebrations and enter into discussions
- ✓ Provide pictures and artifacts which stimulate conversation about the way others celebrate
- ✓ Give children the opportunity to listen to songs, rhymes and stories and respond to it to enhance their understanding . Link to different celebrations
- ✓ Sing Christmas songs and learn some

Assessment Check point

- ✓ I can listen to different songs and rhymes and join in with some I know e.g. nursery rhymes
- ✓ I can follow simple instructions including two key words
- ✓ I can answer questions including who, what, where
- ✓ I can respond and give my attention to someone when someone speaks to me (using my name helps)
- ✓ I can use talk in my play to help organise e.g., 'you sit there.. I will be the mummy'
- ✓ I can link words together in the start of a sentence e.g. more milk.



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Personal, Social and Emotional Development



Knowledge Progression

Skills Progression

I notice that some people are different to me

I know and identify differences between people

I know to value the difference between people

I am building relationships with others around me

I know that some people are different but I still value them.

I know how others think and feel

Focus Tasks and Interaction opportunities

- ✓ Look at Christmas and Hannukah, compare traditions styles – what is the same? What is different?
- ✓ Diwali celebrations [Diwali - CBeebies - BBC](#)
- ✓ Explore weddings – compare weddings from around the world.
- ✓ Look at the traditions around bonfire night, why do we celebrate it?
- ✓ Discuss friendships and relationships between people – respect!
- ✓ Provide times for children to play and work together – facilitate relationship building.

Assessment Checkpoints

- ✓ I can share and take turns with the support of an adult
- ✓ I am becoming outgoing with unfamiliar people in the safe context of the setting
- ✓ I can play with others extending and elaborating play ideas
- ✓ I can use the toilet independently



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Physical Development



Knowledge Progression

Skills Progression

I know which of my hands is my dominant hand

I know how to move in different ways

I know a variety of different ways of moving

I can demonstrate some fine motor skills when using my hands

I am developing my fine motor skills and starting to use tools

I am starting to explore moving in different ways.

Focus Tasks and Interaction opportunities

- ✓ Look at dances and movement linked to celebrations – try and learn a Diwali celebration dance
- ✓ Use tools for painting or creating art
- ✓ Use fine motor skills to create a Diva lamp with clay
- ✓ Create firework pictures using cotton buds to develop fine motor skills. For children that are not ready for this they can finger paint some fireworks instead (finger isolation)

Assessment Check Points

- ✓ I can use the toilet independently
- ✓ I can run, jump and hop
- ✓ I can climb stairs using alternative feet
- ✓ I show preference for a dominate hand



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Literacy



Knowledge Progression

Skills Progression

I add meaning to the print and symbols around me

I know how to write some lower case letters correctly

I know how to write some upper case letters that I know (e.g. name, Mum, Dad, sibling name, etc)

I can join in with repeated refrains while listening whilst an adult is telling a familiar story

I can match phase 2 letters and sounds

I know familiar print such as logos and bus numbers

I know how to write CVC words and labels e.g. c-a-t

I can retell familiar stories using the book and available props and resources

I can identify known letters to match initial sounds (phase 2)

I know how to recognise the first letter of my name

I know what a simple label is

I know how to say a simple sentence for writing (oral and count words)

I can start to write simple captions

I can tell familiar stories independently and use my story knowledge in my role play

Focus Tasks and Interaction opportunities

- ✓ Twinkl Phonics
- ✓ Core books read twice a week
- ✓ Focus texts around current topic and more structured literacy sessions for reception children, favourites available in provision.
- ✓ Print rich environment with symbols, pictures, letters, notices and signs. A mixture of handwritten and print
- ✓ Begin to form a simple sentence
- ✓ Write recognisable letters and begin to form words
- ✓ Write a simple list

Assessment Checkpoint

- ✓ I can start to develop play around my favourite stories and props
- ✓ I have an understanding of letters and print e.g. page sequencing, book parts etc.
- ✓ I am starting to notice rhyme and clap syllables
- ✓ I can join in with familiar rhymes, stories and songs
- ✓ I can demonstrate good gross motor skills by using playground chalks, water painting etc.
- ✓ I can tune into sounds in words
- ✓ I can use and apply print knowledge to writing e.g. m for mummy
- ✓ I can write initial sounds

Mathematical Development



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Knowledge Progression

Skills Progression

I know how to count to three

I know how to count three objects in different arrangements

I know numerals and amounts to three

I can follow instructions using positional language
e.g. under/ on top

I can discuss locations using positional language

I can describe familiar routes using positional language

Focus Tasks and Interaction opportunities

- ✓ Discuss, timetabled teaching sessions for mathematics
- ✓ All adults engage children within mathematical play (posing problems, modelling language, and helping children to mathematise)
- ✓ Children are encouraged to communicate mathematical thinking in a wide variety of ways including through manipulation or resources, gesture, pointing, body language, mark making and talk
- ✓ We incorporate expressive arts (e.g. music, time, dancing, singing, tapping out rhythms etc) in order to develop further mathematical thinking

Assessment Checkpoints

- ✓ I can recite numbers five and beyond
- ✓ I am starting to subitise up to two
- ✓ I can make comparisons between objects size, length, weight and capacity
- ✓ I can spot patterns and talk about them e.g. stripes on a scarf
- ✓ I can start to use vocabulary to describe times of the day that things happen e.g. Day, afternoon, evenings etc
- ✓ I can use shapes for building thinking about their properties e.g. flat sides for stacking



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Understanding the World – Science

Knowledge Progression



Skills Progression

I am starting to talk about the changes I can see when the seasons change

I can name the seasons and some of the changes that happen during them

I can name the seasons and talk about environment changes including linked to the weather

I am starting to notice changes over time with support

I can observe and talk about changes which happen over time

I can observe changes which happen over time and start to make links between them e.g. winter– snow– cold

Focus Tasks and Interaction opportunities

- ✓ Read Stickman and start to talk about the changes that they can see in the story
- ✓ Use the class calendar to talk about the seasons
- ✓ What do we need when we celebrate Bonfire Night?- Hats, gloves, etc.
- ✓ What is the weather like at Christmas?
- ✓ Seasonal Changes – colours of a tree through the seasons
- ✓ Hibernation – make a hedgehog home

Assessment Checkpoints

- ✓ I can name the seasons
- ✓ I can talk about some of the changes that happen during each of the seasons
- ✓ I make careful observations of the environment around me



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Understanding the World - History

Knowledge Progression



Skills Progression

I am learning to describe the lives of my own family

I am learning about past events in history

I am learning about my own life story and what has happened in my own family

I know about figures in history and why we celebrate them

I am learning to talk about changes I have seen in photographs or from stories

I can talk about events that have happened

I am beginning to find out about the past by asking questions

I can ask questions to find out about the past

Focus Tasks and Interaction opportunities

- ✓ Fire of London – what happened? Children make a bonfire picture
- ✓ Who was Guy Fawkes? – Children make a Guy Fawkes
- ✓ Show pictures of people celebrating Christmas– can children talk about what they can see and make comparisons?
- ✓ What's in the stocking? Put items in two stockings– what children used to have and what they have now– how is it different?
- ✓ Encourage children to go home and talk to their parents and grandparents– how has Christmas changed or stayed the same?

Assessment Checkpoints

- ✓ I can talk about what I can see in pictures of the past
- ✓ I am becoming more aware of the past linked to myself and my family and how it has changed
- ✓ I can talk about changes that have happened within my family's lifetimes e.g. talking to grandparents about Christmas



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Understanding the World - Geography



Knowledge Progression

Skills Progression

I know to use photos and books to find out about life in other countries

I know that there are other countries in the world

I know how to identify similarities and differences in life in other countries using photos and books

I know about similarities and differences between life at home and in other countries

I know how to use photos and texts to identify and find out about differences between countries

I know how to explain some of the similarities and differences between life in the UK and other countries

I can use photos and stories to find out about life in other countries

I can identify similarities and differences in life in other countries using photos and stories

I can use photos and texts to identify and find out about differences between countries

Focus Tasks and Interaction opportunities

- ✓ Watch- <https://www.youtube.com/watch?v=DV05mMVek40> Elena of Avalor- Feliz Navidad- How many things can children identify?
- ✓ <https://www.bbc.co.uk/newsround/15790210> read article on Christmas in Spain
- ✓ Encourage children to make observations and share thoughts' on similarities and differences.

Assessment Checkpoints

- ✓ I know there are different countries in the world
- ✓ I can start to use stories and pictures to talk about differences in life in other countries
- ✓ I can start to talk about the differences in lives in other countries
- ✓ I can talk about what is the same and different in life in this country and in other countries



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Expressive Arts and Design – Art / Design & Technology



Knowledge Progression

Skills Progression

I know the names of a range of colours
I know that some books and everyday products have moving parts (e.g. pop up books, books with sliders, wheels, levers and flaps that change a picture).

I am learning to explore colour and colour mixing
I am starting to describe colours e.g. dark orange
I can explore a range of existing books and everyday products that use simple sliders and levers.

I know how to discuss colours linked to primary, mixing, lighter and darker
I know and understand that sliders move up and down or side to side

I am learning to explore artistic techniques in colour
I can select and use tools, explaining their choices, to cut, shape and Join paper and card.

I know vocabulary linked to colour and colour mixing
I know that a lever is fixed at the end and moved, up and over (around).

I am learning to use different techniques related to colour
I can use simple finishing techniques suitable for the product they are creating.

Focus Tasks and Interaction opportunities

- ✓ Discussion linked to colours – lighter, darker, primary colours and mixing etc.
- ✓ Firework pictures dark paper, bright colours
- ✓ Cotton bud painting – mandalas etc.
- ✓ Using different tools to create techniques
- ✓ Exploring textures – glitter paint
- ✓ Explore different ways to make a movement in a book or picture
- ✓ Make a moving Christmas card

Assessment Checkpoints

- ✓ I can use different art materials and am starting to refine my ways of creating art
- ✓ I can remember and sing a range of familiar songs
- ✓ I can explore the different sounds musical instruments make
- ✓ I can engage in simple pretend play, using some objects to represent others
- ✓ I can mix colours to make autumnal colours



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