

Autumn term 2

Come and join the celebration!



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HODGEHILL PRIMARY SCHOOL-RECEPTION



## Continuous Provision Mapping for Autumn 2 Term TOPIC- Come and join the celebration

Construction Areas	Investigation Areas	Water Areas	Areas for digging sand and mud	Malleable Areas	Creative Areas
Stickle Bricks Duplo Bricks Mobilo Base Boards Design Prompts for buildings around the world and houses we live in	Magnifying Glasses Tweezers Deep tuff spot tray Sorting bowls/trays Atlas and globe Maps of local area Pictures of school-ariel view	Water Tray Aprons Water Buckets Tubes	Digging tools for sand Digging tools for mud kitchen Mud kitchen Aprons/protective clothing Sand buckets Sand moulds Digging equipment-spades, spoons and scoops Sieves	Rolling pins Creation Boards Cutting tools Detailing tools Moulding Tools Aprons Googley Eyes Pasta Pipe Cleaners Play Doh Scissors Clay	Paint Brushes-chunky and fine Paper-assorted sizes Paint palettes Water pot Drawing pencils Colouring pencils Scissors Collage materials Colour mixing tubes Pipettes Paint in pump pots Plain paper Sugar paper Chunky marker pens Wax crayons and pastel colours mirrors

## Enhanced Provision for Autumn Term TOPIC- Come and join the celebration

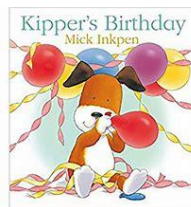
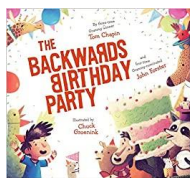
House Building Bocks Families Building Blocks <b>Indoors-</b> Joining x2bricks together and separating them again Horizontal and vertical stacking Bridging-using 2 blocks to support a 3 <sup>rd</sup> Enclosing-using bridging techniques to create an enclosed space joining materials together using Sellotape, glue and clips	Our senses-materials for touch-wet and dry sand ice cubes-frozen and melted colour changes-mixing potion station Weather and seasons books flash cards for sorting	Funnels Scoops Jugs <b>Outside:</b> Containers in a range of sizes and shapes for filling and emptying, pouring in and out Pouring and filling containers Using funnels to fill containers Channelling water	Mud kitchen recipe cards Mud kitchen equipment-sauce pans and oven trays <b>Outside:</b> Explore the texture of dry sand-make a sand cake for a birthday party Explore changing the texture of sand by adding in water Using tools for digging and filling a container Emptying a container by tipping it over/out	Christmas decoration Design Ideas Use tools to add in detail and pattern-including lines, texture, poking and cutting Join clay using water Use simple tools to shape doh and clay Use simple tools to add in texture and pattern Shape and mould dough of different sizes	Mixing colours to make secondary colours for a rainbow Creating colour wheels Explore the texture of paint-mixing powder paints with water Changing effects of sand by adding alternative mediums-sand, glitter, glue, salt, water, flour Pressing, rolling, rubbing and stamping to make prints
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Continuous Provision Mapping for Autumn Term TOPIC- Come and join the celebration					
Writing Areas	Funky Fingers/Fine Motor Development	Reading Shed/Book Areas	Role-Play	Small World Areas	Maths Area
Colouring pencils Sharpeners and rubbers Writing pencils Plain and lined paper Notebooks Clipboards Wipe boards, pens and erasures Phase 2 grapheme charts Handwriting rhymes on display Chalk and blackboards	Tweezers Threading laces and pipe cleaners Pegs Scissors Alphabet beads Coloured pom-poms and elastic bands tweezers for sorting pots leaves candy canes paperclips	Fiction and non-fiction books for pleasure Decodable books Puppets linked to stories Cushions for sitting on Story maps Oral blending cards Sequencing cards from familiar stories Word maps relating to stories/texts	<b>Home corner-</b> cooker, oven, fridge, microwave Tea set Dinner set Saucepans and stirring resources Table and chairs Dressing up clothes as family members Family hats/masks Food-fruit and vegetables Balti dishes celebration decorations for a birthday party	People Blocks for building Tress, rocks, pinecones, artificial grass Animals Habitats	Flash cards number 1-5 Subitising patterns on big dice 5 x frames Counting objects Flash cards 1-5 Number blocks 1-5 characters Pattern cards 5x frogs' ducks puppets Compare bear pattern boards Natural resources to create own patterns-shells, conkers, twigs, pinecones
Enhanced Provision for Autumn Term					
Grapheme formations templates for new graphemes taught Handwriting shape cards- dots, straight lines and crosses, circles, wavy lines, loops, straight lines Phase 2 grapheme charts Rocket words for display invitations for a celebration greeting cards	Coloured beads for pattern threading-string of Christmas lights Development of hand-eye-coordination Pinching, ripping, twisting, stretching candy cane clipping passing an object from one hand to another Using scissors to cut around a shape	Identifying pictures and texts Identifying the author and knowing what an author's job is Oral blending Mapping out stories Using simple story language from familiar stories- Christmas re-telling stories using puppets and props- Nativity	Doing up and un-doing fastenings on clothing Sharing and turn taking Tidying up and caring for resources Communication Imitating domestic routines which we see in our own homes linked to celebrations of a birthday party	Community blocks for building our local area Family blocks Blocks for building houses Trees and artificial grass pieces Photos of our local area-key points of interest Organising and sorting resources back into their correct places Turn taking and sharing Communication-adding a narrative to a game	Maths Books-'Simon Sock' Comparing numbers 1-5 Subitising patterns 1-5 Counting forwards/backwards to and from 5 and beyond (stable order) ordering numbers representing a number in different ways (cardinality)

Autumn 2	Topic/Theme:	Come and join the celebration
	Key Knowledge and Vocabulary	

## Literacy WRITING

**Week 1:** Writing lists for birthday party using initial sounds and end sounds. Reinforce CROCODILE GRIP when writing



**Week 2:** Play word building games and practise blending to read throughout the day (Little Wandle planning)

Word building and blending games available in continuous provision e.g. match the word to the picture, peg the correct word, peg the initial sounds, build words with magnetic letters/letter pebbles/grapheme cards-provide scaffolds and widgets

SODA: letter formation and initial/end sounds focus

**Week 3:** Social greetings -write a greeting inside a card -emphasis on segmenting initial and end sounds also name writing-words: to ,from, love

**Week 4:** Invitations – writing invitations to our nativity performance-emphasis on name writing and tricky word 'I' sentence stem , 'I would like you to come to our show'

**Week 5:** Story Maps of the Nativity story-model how to map out the story in x3 parts-using words-beginning, middle and end

**Beginning**-May and Joseph went to Bethlehem travelling on a donkey

**Middle**-the angel Gabriel told the shepherds that a special baby had been born in Bethlehem

**End**-the baby Jesus is born in a stable and slept in a manger, the shepherds, wisemen came to see him and gave him presents

**Week 6:** Writing a list (presents) Sentence stem...'I would like a'... Children to read/blend simple CVC words, use grapheme charts to identify sound and support formation

### On-Going from term 1

To learn correct letter formation using a memorable phrase for each grapheme taught daily during LWLSP-part of writing assessment

To begin to form recognisable letters by copying following LWLSP daily-scaffolds to be provided in writing areas, to be sent home each week as homework

**SODA** – daily name writing practise using scaffold in addition to scaffolded letter formation during continuous provision writing opportunities

Letter formation using grapheme charts

Daily phonics teaching, interventions to address gaps

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## READING


Sharing books to go home with children-Monday-Thursday and Guided Books from Thursday to Monday

Daily reading groups – children practise blending with phase 2 graphemes, take books home on Thursday to practise blending at home

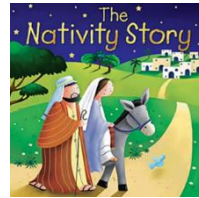
Rocket words for children to read at home as continued homework , weekly checks and support through phonics lessons/interventions.

	<p><b>Week 1: Reading behaviour check</b>-Which group am I in? Children will need to recall which colour group they are in, their adult and where their group reads together To learn how to turn a page, one at a time To learn we read from top to bottom and left to right To continue to read individual graphemes as taught in Little Wandle Revised Letters and Sounds programme To learn to blend sounds together to read cvc words-sound buttons to match a word to a picture</p> <p><b>Week 2:</b> To learn which is the front cover and which is the back Daily story times and reading groups, setting expectations for behaviour when listening-looking at book/adult/not talking/following along the words with their finger, turning pages one at a time, handling books carefully and correctly, sitting upright on chair, not rocking or slouching-good listening goes with good listening-link to our senses</p> <p><b>Week 3:</b> To learn that the words in a book are written by an author-introduce this terms author-Julia Donaldson-books to be shared during class story time</p> <p><b>Week 4:</b> Reading to an audience: To learn how we read our lines for the Nativity performance-clear voice, not rushing or mumbling, looking at our audience To know when reading we read from left to right</p> <p><b>Week 5:</b> To develop pace when identifying graphemes-speedy sounds daily during phonics review-to read Nativity lines with pace, fluency and confident voice</p> <p><b>Week 6:</b> assessment week for phonics/reading</p>
Phonics	<p>Little Wandle Revised Letters and Sounds Programme</p> <p><b>Phase 2 Graphemes:</b></p> <p><b>Week 1:</b> ff ll ss j <b>Tricky Words:</b> put* pull* full <b>Week 2:</b> v w x y <b>Tricky Words:</b> and has his her <b>Week 3:</b> z zz qu words with s /s/ added at the end (hats sits) ch <b>Tricky Words:</b> go no to into <b>Week 4:</b> sh th ng nk <b>Tricky Words:</b> she push* he of <b>Week 5:</b> words with s /s/ added at the end (hats sits), words ending s /z/ (his) and with s /z/ added at the end (bags) <b>Tricky Words:</b> we me be <b>Week 6:</b> review and assessment *The tricky words: 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such</p>
NUMBER	<p>To develop the key skills of counting (stable order principle)- including saying the numbers in order and matching one number name to each item-counting the children who are here/absent each day/counting fruit</p> <p>To develop the one-one principle when counting objects-counting out from a small group/set To learn to match objects and numbers-cardinality <a href="#">BBC iPlayer - Numberblocks - Series 1: How to Count</a></p> <p><b>Week 3:</b> Develop the key skills of counting objects -stable order-the order does not change each time we count it-looking at the order of the numbers 1-5, where does each number stand? Why is this? Is it a bigger/smaller number in value?</p> <p><b>Numberblocks:</b> <a href="#">BBC iPlayer - Numberblocks - Series 1: Off We Go</a></p> <p>Introduce 'staircase' patterns which show the next counting number includes the previous number plus one more</p>

	<p>Understand the one more than/one less than relationship between consecutive numbers</p> <p><b>Week 3:</b> Introduce the cardinal counting principle-the number counted last indicates how many/total in the group-children will count out a required amount to match with a number given. Children will learn how to place objects in a line and to touch count each one in turn so they know it has been counted-links to counting candles onto a birthday cake</p> <p><a href="#">BBC iPlayer - Numberblocks - Series 2: Numberblock Castle</a></p> <p><b>Week 4:</b> Place objects into 5/10 frames using play doh splats-counting out the correct amount</p> <p><a href="#">BBC iPlayer - Numberblocks - Series 2: Ten</a></p> <p>Count out a smaller number from a larger group, know when to stop- Lay out a table for a birthday party and see how many ways you can lay the table without adding or taking anything away (links to U of the W-planning a party).</p> <p>How old are we now and then next? Is this more or less? How many more? Why is it more?</p> <p><a href="#">BBC iPlayer - Numberblocks - Series 1: Five</a></p> <p><b>Week 5:</b> Read number stories and model how to make predictions what the outcome will be- 'I think there will be...if one more is added or taken away</p> <p><a href="#">BBC iPlayer - Numberblocks - Series 1: Holes</a></p> <p><b>Number Rhymes</b></p> <p><b>Week 1:</b> The numbers song 1-10 - <a href="https://www.youtube.com/watch?v=ea5-Sle5l7M">https://www.youtube.com/watch?v=ea5-Sle5l7M</a></p> <p><b>Week 3</b> Five currant buns <a href="https://www.youtube.com/watch?v=-mi79hRcSXI">https://www.youtube.com/watch?v=-mi79hRcSXI</a></p> <p><b>Week 4:</b> Five monkeys jumping on the bed <a href="https://www.youtube.com/watch?v=4L6e0mwbGXw">https://www.youtube.com/watch?v=4L6e0mwbGXw</a></p> <p><b>Week 5:</b> The ants go marching 1 by 1 - <a href="https://www.youtube.com/watch?v=Pjw2A3QU8Qg">https://www.youtube.com/watch?v=Pjw2A3QU8Qg</a></p> <p><b>Week 6:</b> Let's count 1-20 - <a href="https://www.youtube.com/watch?v=0VLxWIHRD4E">https://www.youtube.com/watch?v=0VLxWIHRD4E</a></p> <p><a href="#">BBC iPlayer - Numberblocks - Numbersongs: How Many Sleeps 'til Christmas?</a></p> <p>Play games which involve quickly revealing and hiding numbers of objects to develop fluency skills</p> <p>Play the game, 'show me all your fingers at once' or 'bunny ears'-finger gnosis</p> <p>Provide opportunities to spot and fix mistakes-odd one out/different/wrong place</p> <p>Order numbers by their value-0-5</p>
<b>NUMERICAL PATTERNS</b>	<p><b>Week 1:</b> copy and continue a repeating pattern ABAB-children will create own ABAB patterns using colour, shape, music and other things</p> <p>Children will observe patterns found on objects and in nature</p> <p><b>Week 2:</b> introduce careful counting and the x3 rules to help us count-numberblocks</p> <p><b>Week 6:</b> Estimate how many we think there are relating also to who has more or less? Comparison vocabulary: more, less, same, different</p>

	<p><a href="#">BBC iPlayer - Numberblocks - Series 3: Once Upon a Time</a></p> <p><b>Number Rhymes</b></p> <p><b>Week 2:</b> Where's the Monkey? <a href="https://www.youtube.com/watch?v=idJYhjGyWTU">https://www.youtube.com/watch?v=idJYhjGyWTU</a></p>
<b>Fluency-Subitising</b>	<p><b>Week 3:</b> Introduce subitising patterns 1-5 on five frames</p> <p><b>Week 6:</b> assessment for 'see the amount, we don't count'</p> <p>show children a range of subitizing patterns for 1 -5-dice, fingers, spots and five frames</p>
<b>Understanding of the World: SCIENCE</b>	<p><b>Come and Join the Celebrations</b></p> <p><b>Week: 3</b> Autumn-links to ART using natural materials to create representations of our faces (Picasso-prior learning)</p> <p>To know that the months of September, October and November are in the season of Autumn</p> <p>To know that there are x four seasons and Autumn comes after summer but before winter</p> <p>To know that many trees shed their leaves to prepare for their winter sleep</p> <p>To know the leaves, change from green to brown and why this is</p> <p>Collections of autumn things eg-leaves for study-link to patterns in maths from week 1</p> <p>Name the signs of autumn-<b>Vocabulary:</b> leaves, trees, pinecones, acorns, conkers, chestnuts, feathers,</p> <p>Know how to use a magnifying glass to look closely at autumn things</p>
<b>GEOGRAPHY</b>	<p><b>Come and join the celebration-a birthday party for our class creature</b></p> <p><b>Week 2:</b> Children will share their own experiences of a birthday party they have held or attended. Introduce comparison words to compare the differences and similarities between the celebrations we have experienced. They will plan for and attend a birthday party for our class creature- Read the story of Kipper's Birthday and make a list of all the elements needed to plan for a birthday party: cards, presents, cake and candles, party, hats, music and games When is our birthday? How old are we now and next? Links to maths. Children will experience a birthday party for the class creature</p> <p>Use relevant, specific vocabulary to describe different celebrations-Birthdays, Christmas-use images, video clips and shared texts to bring the wider world into the classroom</p> <p><b>Vocabulary:</b> celebration, birthday, party, Nativity, performance, special, same, different</p>
<b>HISTORY</b>	<p><b>Week 1:</b> Remembrance Day-what is this celebration? How do people remember those who have died in wars to make our world safer? Why is this important? Children will watch: <a href="https://www.bbc.co.uk/cbeebies/watch/poppies">https://www.bbc.co.uk/cbeebies/watch/poppies</a></p> 

**Week 4:** Read the Nativity story and re-tell - <https://www.youtube.com/watch?v=8gUJWKMMgtQ> This is the Christian story of the first Christmas which has been told for many years. Introduce the character names from the story. Introduce the Nativity scene in small world area.



**Week 5:** Explore how Christmas is celebrated in our families. Discuss how we celebrate Christmas in modern times in our own families. How is this the same or different? Knows that other children don't always enjoy the same things and are sensitive to this.

**Week 6:** Christingle-what is this celebration and who celebrates this? Children will make a Christingle for display in the office area and for Headteacher's office.

## Personal, Social and Emotional Development

### On going daily:

Managing the school day- using good manners, turn taking, self-control, patience, resilience and perseverance.

To continue to build relationships with peers and learning with others.

### Characteristics of effective learning – 'Playing and Exploring'

To express their own feelings.

To consider the feelings of others.

To find positive ways to change the way they feel.

To support others to help make good choices.

To begin to show resilience in the face of challenge.

To persevere and problem solve learning from mistakes

### 1 Decision PSHE

**Week 1:** Purple is Poorly

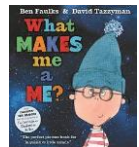
**Week 2:** Rainbow is Angry

**Week 3:** Yellow Play Fights

**Week 4:** Orange Sleeps Over

**Week 5:** Pink's Screen Time

**Week 6:** What makes me, me? To understand that I am part of a class and groups-we can work as a team to look after each other and to help each other out when needed





<b>Physical Development Gross Motor including PE and outdoor play</b>	<p><b>Moving with control and purpose in a range of different ways</b></p> <p><b>Week 1:</b> Recap different ways of crawling, on tummy/on all fours and the speed. Explore climbing on low/high level equipment. Introduce balancing using different parts of the body. Can children sequence 1) starting position (stretch/stillness) travel crawling/climbing then a balance to end. Children refine their own sequence to perform to the class.</p> <p><b>Week 2:</b> Recap jumping and hopping. Encourage children to investigate the difference one foot two feet. Explore climbing on low/high level equipment. Introduce balancing using different parts of the body Can they demonstrate balancing using two body parts. Can children sequence 1) starting position (stretch/stillness) travel jumping/hopping then a balance to end. Children refine their own sequence to perform to the class.</p> <p><b>Week 3:</b> Recap walking and running at different speeds. Explore climbing on low/high level equipment. Recap balancing using different parts of the body Can they demonstrate balancing using three body parts. Can children sequence 1) starting position (stretch/stillness) travel walking/jumping/hopping/crawling then a balance at the end? Children refine their own sequence to perform to the class.</p> <p><b>Week 4:</b> Consolidate different ways of moving using different speeds. Explore rolling. (Egg roll/log roll/ teddy bear roll) Can they demonstrate a balance using any number of body parts? Can children sequence 1) starting position (stretch/stillness) travel rolling then a balance to end? Children refine their own sequence to perform to the class. Develop upper arm and shoulder strength, crawling, climbing, jumping and balancing.</p> <p><b>Week 5:-</b> During P.E children will be learning routines and dances to combine with the nativity performance</p> <p><b>Week 6:</b> During P.E children will be learning routines and dances to combine with the nativity performance</p> <p><b>Daily</b> – continuous provision funky fingers/ outdoor gross motor/writing opportunities/building opportunities/getting dressed/undressed fastening coats/tidying up</p>
<b>Fine Motor Including ‘Funky Fingers’</b>	<p><b>Week 1:</b> Leaf kebab threading and sewing</p> <p><b>Week 2:</b> Pine cones and elastic band decorations</p> <p><b>Week 3:</b> To know how to use scissors correctly to cut around a shape To use scissors using correct grip, to cut straight lines, curved lines, around a simple shape.</p> <p><b>Week 4:</b> Reindeer Soup station-cutting up real vegetables using tools for snipping, cutting and slicing  Using tools safely and selecting the right tools for the right job.</p> <p><b>Week 5:</b> Know how to do up fastening including, buttons, press studs, Velcro and zips-I Can do up my own zip challenge, putting on and taking off nativity costumes To develop fine motor skills using pincer skills (pegging), moulding, twisting, and using clay/dough.</p> <p><b>Week 6:</b> Candy canes and paper clips decorations</p> <p><b>On going daily:</b></p> <p>Use knife and fork more accurately for cutting up own dinner.</p> <p>Develop a correct pencil grip-crocodile grip, forming letters correctly during phonic lessons.</p> <p>Fastenings of coats-zips, buttons and velcro</p>

R.E	<p><b>Discovery Scheme:</b> Recognise that people have different beliefs and celebrate special times in different ways</p> <p><b>Religion:</b> Christianity</p> <p><b>Theme:</b> Christmas</p> <p><b>Key Question:</b> What is Christmas?</p> <p><b>Christian concept:</b> Incarnation</p> <p>The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. Incarnation means that Jesus is God in the flesh, and that in Jesus, God came to live amongst humans. (from 'Understanding Christianity' (Church of England))</p> <p><b>Week 1:</b> Giving</p> <p><b>Week 2:</b> Saying Thank you</p> <p><b>Week 3:</b> The Christmas Story</p> <p><b>Week 4:</b> The Shepherds</p> <p><b>Week 5:</b> The Wisemen</p> <p><b>Week 6:</b> Christmas (a celebration)</p>
Expressive Arts and Design ART	<p><b>Week 1:</b> Making Poppies and rabbits from story (for display in office area)</p> <p><b>Week 2:</b> Music to introduce the songs and agreed actions for the Nativity performance</p> <p><b>Week 3:</b> Autumn-links to ART using natural materials to create representations of our faces (Picasso prior learning) Represent a tree in autumn, leaf rubbing</p> <p><b>Week 4: Music</b> Design and make props and costumes for the Nativity performance-stars, bird hats, bow ties for narrators and music notes for choir</p> <p><b>Week 5: Music</b> Take part in a performance for parents-the Nativity story through the perspective of the 'A little bird told me' combining learnt repertoire of songs and actions-follow 'conductor' for go, stop, loud and quiet.</p> <p><b>Week 6:</b> Design and make a Christmas card using printing techniques</p>
ROLE PLAY	<p>To continue to develop self-regulation using signs, widgets and symbols to reinforce boundaries</p> <p>To understand how we behave in the role play areas</p> <p>To include turn taking, sharing, waiting patiently</p> <p>To choose it, use it and tidy it away</p> <p>To do up and undo fastenings for costumes in Nativity performance</p> <p>Small world play using stable and nativity characters</p>

<b>MUSIC</b>	<p>To know how to listen attentively to music</p> <p>To learn words and actions to new songs:</p> <p><b>Week 1:</b> Shake your sillies out <a href="https://www.youtube.com/watch?v=NwT5oX_mqS0">https://www.youtube.com/watch?v=NwT5oX_mqS0</a></p> <p><b>Week 2:</b> one finger, one thumb <a href="https://www.youtube.com/watch?v=flVQfH9nrx0">https://www.youtube.com/watch?v=flVQfH9nrx0</a></p> <p><b>week 3:</b> The Hokey Cokey <a href="https://www.youtube.com/watch?v=ulsFONO-qZg">https://www.youtube.com/watch?v=ulsFONO-qZg</a></p> <p><b>Week 4:</b> Here we go round the Mulberry Bush <a href="https://www.youtube.com/watch?v=LjlwUnVXQ4U">https://www.youtube.com/watch?v=LjlwUnVXQ4U</a></p> <p><b>Week 5:</b> Little Peter Rabbit <a href="https://www.youtube.com/watch?v=7iIRpmxkmGE">https://www.youtube.com/watch?v=7iIRpmxkmGE</a></p> <p><b>Week 6:</b> If you're happy and you know it <a href="https://www.youtube.com/watch?v=71hqRT9U0wg">https://www.youtube.com/watch?v=71hqRT9U0wg</a></p> <p>*Weekly music following Charanga Scheme taught by Leah Ward-Music Provision</p> <p>Sound</p> <ul style="list-style-type: none"> <li>• Loud and soft</li> <li>• Describing sounds</li> <li>• Soundscapes</li> <li>• <i>I hear thunder, I hear thunder</i></li> </ul>
<p>Additional Experiences TRIPS/VISITS</p>	<p>Parent's reading and phonics workshop</p> <p>Class creature birthday party experience</p> <p>Nativity performance for parents and special visitors</p>