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| **Autumn 2 Medium Term Plan - Reception** | | | | | | |
| **Possible Theme** | | **Possible WOW Moments** | | | **Special Celebrations** | |
| **Let’s Celebrate!**  Bonfire Night, Diwali, Christmas, Weddings, Hanukkah, | | Autumn walk  Post letters to Father Christmas  Visit from Santa/ Santa Express | | | Diwali (3rd-5th Nov),  Bonfire Night (5th Nov)  Remembrance Sunday (14th Nov)  Hanukkah (28th Nov-6th Dec)  Christmas (25th Dec) | |
| **Main Texts** | | | **Linked Texts** | | | |
| Mouse House  The Nativity | | | Leaf Man  A Year in Percy’s Park  Rama and Sita: The Story of Diwali | | | Hanukkah The Festival of Lights  Seasons Come and Seasons Go  First Facts: Seasons |
| **Vocabulary linked to topic** | Autumn Winter seasons change harvest nocturnal migrate frozen freeze shadow icy windy fog thunder lightening rainbow storm hailstone bright dull celebration Diwali diva rangoli pattern Christmas Advent wreath decorations church temple mosque religion past present future similar different tradition cultures believe | | | | | |
| **Communication and Language** | Objectives we will be covering:  To begin to listen to longer stories and explain what is read to them, answering questions  To understand ‘how’ and ‘why’ questions  To listen to their friends and adults for prolonged periods of time  To be able to retell a short story  To recite rhymes, poems and songs independently  To use a range of tenses  To use connectives when speaking  To use new vocabulary within conversations and their play  To begin to have longer conversations | | | Possible activities/ classroom enhancements:  Wellcomm Big Book of Ideas for those children who are identified as Section 7 and below  Learn a poem/ rhyme/ song a week  Poetry Basket: Five Little Pumpkins, Pointy Hat, A Basket of Apples, Leaves are Falling, Breezy Weather, Mice  Tales Toolkit  Read stories including a range of tenses  Word Aware  Daily Story Time  Use of question hand | | |
| **Personal, Social and Emotional Development** | Objectives we will be covering:  To tell others how they have made them feel  To persevere to reach their goals  To resolve conflict themselves without retaliating  To know when it is their turn to speak  To independently tidy up  To be able to use a knife and fork  To zip up their own coat with minimal support | | | Possible activities/ classroom enhancements:  Morning registration focused around feelings  Get children to discuss how they have made each other feel when disputes occur  Role-play different scenarios and how to resolve conflicts  PSHE activities (Decision 1)  Encourage children to cut up their own food  Encourage children to zip up their own coats  Fine motor activities – doing up buttons, using tweezers, peg boards, pegging items on a washing line | | |
| **Physical Development** | Objectives we will be covering:  To use core muscle strength to achieve good posture when sitting down  To use scissors to cut straight lines  To use tweezers to pick up objects  To use a knife and fork  To begin to use a tripod grip | | | Possible activities/ classroom enhancements:  Dream Big – PE  Squiggle Whilst You Wiggle  Dough Disco  Fine motor interventions  Range of cutting activities  Have a range of balls available in the outdoor area  Throwing/ catching games e.g. Piggy in the middle, throw the ball without dropping it | | |
| **Literacy** | Objectives we will be covering:  To know the difference between a letter and a word  To recognise Set 1 single-letter sounds  To orally blend CVC words  To begin to recognise rhyming words  To begin to recognise Red Words: I, the, to, no, go  To begin to find the blurb  To ask questions about stories  To repeat words and phrases from familiar stories  To have favourite books and share them with others  To know where to start forming the letters masdtinpgo  To hear initial sounds  To begin to segment CVC words  To write CVC words with little support | | | Possible activities/ classroom enhancements:  Post letters to Father Christmas  Puppets & story spoons in Reading Area  Use Tales Toolkit to create own stories using the structure ‘character, setting, problem and resolution’. Also use the language of beginning, middle and end.  Word and letter sorting (show children a letter/ word and they must kick the ball at the corresponding target)  Pinny Time (RWI)  RWI interventions  Additional daily RWI sessions  Words of the week – children to practise reading and spelling the HFWs across the week  Rhyming games  Weekly Guided Reading  Play I-spy  Play Fred Talk games e.g. Fred says…  Initial sounds sorting games e.g. Feed the troll | | |
| **Maths:**  **White Rose Scheme** | For Maths we follow ‘White Rose’. We will be covering the following topics:  It’s me 1,2,3  Light and Dark  Please see separate Maths Medium Term Plan for more detail | | | | | |
| **Understanding of the World** | Objectives we will be covering:  To begin to talk about past and upcoming events with their immediate family  To talk about different religions and celebrations  To comment on experiences of a wide range of experiences and celebrations  To begin to understand Autumnal changes and talk about the similarities and differences between seasons  To know the story of Hanukkah  To know and understand that Jesus had good friends  To know and understand what Jesus tells us about friendship  To know the story of the Monkey King  To discover what a birthday is and know how it may be celebrated  To learn about Advent and Christmas | | | Possible activities/ classroom enhancements:  Role-play Diwali/ Bonfire Night/ Christmas (provide decorations)  Role-play weddings, birthdays and other celebrations  Go on an Autumn walk and discuss the seasonal changes you can see.  Sort Autumnal objects/ photos (nature, clothes)  Make a seasons timeline  Making poppies (Remembrance Sunday)  Children send in photographs of celebrations  Invite in adult to talk about celebrations they celebrate e.g. Hanukkah  Children to recall events/ celebrations e.g. Bonfire Night  Make advent wreaths  Make birthday cakes in the playdough area  Put birthday cards in order on a washing line  Continue timeline in the classroom to show what children do over the year (include seasons, trips, celebrations) Put a marker to show the present point on the line. Talk about events being in the past or future.  Daily calendar: sing songs for DOW and months, use language of weekend  Take photos of children so can discuss how they change over the year e.g. how they are dressed for seasons, how have they changed?  Compare celebrations in the past e.g. Christmas to how people celebrate now  Sort animals into those that do/ don’t hibernate and those that do/ don’t migrate | | |
| **Expressive Arts and Design** | Objectives we will be covering:  To draw bodies with detail e.g. bodies with sausage limbs and additional features  To mix primary colours to make secondary colours  To use a glue stick  To learn how to use cellotape  To use clay to make models that replicate those in real life  To explore with playdough  To begin to enhance small world play with simple resources  To begin to use imagination to develop own storylines | | | Possible activities/ classroom enhancements:  Clay divas  Firework pictures  Leaf pictures  Santa’s Grotto/ workshop  Colour mixing powder paint outdoors  Colour mixing in shaving foam  Have a range of instruments available in CP  In Small World Area have available: material, natural resources  Use natural resources to make artwork  Children to learn a range of Nursery Rhymes and the stories behind them. Where are the stories taking place? E.g. in a town, countryside What happened? sequence events. How has it changed? E.g. how have houses changed now from the houses Wee Wllie Wilkie rain past | | |