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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 walkPost letters to Father ChristmasVisit 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 HouseThe Nativity | Leaf ManA Year in Percy’s ParkRama and Sita: The Story of Diwali  | Hanukkah The Festival of LightsSeasons Come and Seasons GoFirst 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’ questionsTo listen to their friends and adults for prolonged periods of timeTo be able to retell a short storyTo recite rhymes, poems and songs independentlyTo use a range of tensesTo use connectives when speakingTo use new vocabulary within conversations and their playTo begin to have longer conversations | Possible activities/ classroom enhancements:Wellcomm Big Book of Ideas for those children who are identified as Section 7 and belowLearn a poem/ rhyme/ song a week Poetry Basket: Five Little Pumpkins, Pointy Hat, A Basket of Apples, Leaves are Falling, Breezy Weather, MiceTales ToolkitRead stories including a range of tensesWord AwareDaily Story Time Use of question hand |
| **Personal, Social and Emotional Development** | Objectives we will be covering:To tell others how they have made them feelTo persevere to reach their goalsTo resolve conflict themselves without retaliatingTo know when it is their turn to speakTo independently tidy upTo be able to use a knife and forkTo zip up their own coat with minimal support | Possible activities/ classroom enhancements:Morning registration focused around feelingsGet children to discuss how they have made each other feel when disputes occurRole-play different scenarios and how to resolve conflictsPSHE activities (Decision 1)Encourage children to cut up their own food Encourage children to zip up their own coatsFine 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 downTo use scissors to cut straight linesTo use tweezers to pick up objectsTo use a knife and forkTo begin to use a tripod grip | Possible activities/ classroom enhancements:Dream Big – PESquiggle Whilst You WiggleDough DiscoFine motor interventionsRange of cutting activitiesHave a range of balls available in the outdoor areaThrowing/ 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 soundsTo orally blend CVC wordsTo begin to recognise rhyming wordsTo begin to recognise Red Words: I, the, to, no, goTo begin to find the blurbTo ask questions about storiesTo repeat words and phrases from familiar storiesTo have favourite books and share them with othersTo know where to start forming the letters masdtinpgoTo hear initial soundsTo begin to segment CVC wordsTo write CVC words with little support | Possible activities/ classroom enhancements:Post letters to Father ChristmasPuppets & story spoons in Reading AreaUse 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 interventionsAdditional daily RWI sessions Words of the week – children to practise reading and spelling the HFWs across the weekRhyming gamesWeekly Guided ReadingPlay I-spyPlay 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 1,2,3Light and DarkPlease 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 familyTo talk about different religions and celebrationsTo comment on experiences of a wide range of experiences and celebrationsTo begin to understand Autumnal changes and talk about the similarities and differences between seasonsTo know the story of Hanukkah To know and understand that Jesus had good friendsTo know and understand what Jesus tells us about friendshipTo know the story of the Monkey KingTo discover what a birthday is and know how it may be celebratedTo learn about Advent and Christmas | Possible activities/ classroom enhancements:Role-play Diwali/ Bonfire Night/ Christmas (provide decorations)Role-play weddings, birthdays and other celebrationsGo on an Autumn walk and discuss the seasonal changes you can see. Sort Autumnal objects/ photos (nature, clothes) Make a seasons timelineMaking poppies (Remembrance Sunday)Children send in photographs of celebrationsInvite in adult to talk about celebrations they celebrate e.g. Hanukkah Children to recall events/ celebrations e.g. Bonfire NightMake advent wreathsMake birthday cakes in the playdough areaPut birthday cards in order on a washing lineContinue 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 weekendTake 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 nowSort 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 featuresTo mix primary colours to make secondary coloursTo use a glue stickTo learn how to use cellotapeTo use clay to make models that replicate those in real lifeTo explore with playdoughTo begin to enhance small world play with simple resourcesTo begin to use imagination to develop own storylines | Possible activities/ classroom enhancements:Clay divasFirework picturesLeaf picturesSanta’s Grotto/ workshopColour mixing powder paint outdoorsColour mixing in shaving foamHave a range of instruments available in CPIn Small World Area have available: material, natural resourcesUse natural resources to make artworkChildren 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 |