Inspiring and enabling our school community to live life to the full

	RECEPTION MEDIUM TERM PLAN - AUTUMN 2 **TOPICS: FAIRY TALES, TOYS & CHRISTMAS**	**KEY: NC links** Science History Geography Art Design & Technology Music Computing RE
Communication and Language Understand why listening is important. Know what good listening looks like. (Look at the speaker, be still, think about what is being said) Be able to listen attentively when others are speaking. Understand that they need to put their hands up to speak in a large group situation. Be able to listen in a non-reciprocal way during assembly times. Be able to take part in a P4C discussion, offering their opinion and beginning to give a reason. Learn and use new vocabulary. Begin to understand what a question is. Be able to answer who, where and when questions. Begin to answer why and how questions Speak to others in an audible voice during circle times. Articulate their ideas and thoughts in full sentences. Be able to use social phrases eg. "Good morning" "Please" "Thank you!" Listen attentively to stories and non-fiction texts. Join in with patterned language in familiar stories. Be able to link events in a story to their own experiences. Be able to sequence pictures showing the main events of a story. Be able to retell familiar stories. Be able to adapt familiar stories to create their own versions. Be able to identify rhyming words in stories, rhymes and songs. Learn a range of poems, rhymes and songs by heart. Be able to take part in a Christmas Carol Concert for parents, speaking their lines clearly and joining in with songs and actions.	**Personal, Social and Emotional Development** *Understand what makes a good friend. *Be able to show kindness to friends who are upset. *Be able to identify how others might be feeling in daily life and in the stories that they read. *Respect the feelings and wishes of others. Understand that some actions can hurt or harm others. *Know the school rules and why they are important. *To be able to celebrate when others do well and to share in good feelings. *To understand that it is good to share all sorts of things eg. toys but also that it is good to share kindness. * Links with RE "What does it mean to be kind?" Understand the key emotions of happy, sad, angry, afraid and calm through the use of "The Colour Monster" book. Understand how we can identify these key feelings in ourselves. Show resilience and perseverance in the face of challenge. Be able to set their own goals and work towards them eg. in the modelling area or when playing with a ball Learn about strategies for calming down when angry and begin to use these. Learn how to tidy up all the toys and equipment in the EYFS classroom and outdoor area. Understand how to keep themselves warm outside on a cold day – wear coat, hat gloves, don't get wet, keep active! Know why it is important to use a tissue for a runny nose (and where to dispose of it). Know how to cough into their elbow to avoid spreading germs. To develop the confidence to perform on stage in front of a large audience. To work as a team to rehearse and perform a Christmas Carol Concert. To understand the feeling of jealousy. To be confident try new things and to know that it feels good to succeed at something. To know that making mistakes is another way of learning. Understand that we don't need to get angry or upset when we make mistakes whilst learning. To understand what it means to be curious. Be able to demonstrate their curiosity through asking questions.	**Physical Development** Understand why movement & exercise is important. Develop overall body strength, balance, co-ordination and agility through exploring the trim trail and climbing equipment in the EYFS outdoor area and school playgrounds. Be confident to lift, move heavy objects such and the tyres and planks in the EYFS outdoor area. Develop stamina when running as part of the "Daily Mile". Be able to move along on a three or two wheeled scooter. Develop core strength through the use of climbing equipment, wheelbarrows, trowels to dig in the sand, rakes to gather fallen leaves. Develop small motor skills through activities such as threading, using tweezers, pouring, dancing with scarves, using spray bottles, dressing and undressing dolls, gardening, playing with small world toys, making models with junk materials, building with construction kits, and using dough. Be able to cut using scissors. Be able to hold a pencil using a comfortable tripod grip. To use their core strength to achieve a good posture when sitting on the floor. Know how to sit at a table correctly. (Feet on the floor, chair tucked in, arms on the table.) Be able to form the letters of their name in the correct cursive style. Learn to form all the graphemes taught during phonics lessons in the correct cursive style. Begin to form capital letters correctly. Be able to line up with their classmates knowing that they must stay in their position in the line and not be too close or touch the person in front. Be able to put their own coat on. Be able to get undressed and dressed for PE. <u>Get Set 4 PE – Fundamentals:1</u> To develop balancing whilst stationary and on the move. To develop running and stopping. To develop changing direction. To develop jumping and landing. To develop hopping and landing with control. To explore different ways to travel.

Literacy	**Maths**
Listen attentively to stories and non-fiction texts. Become familiar with stories by Julia Donaldson, Judith Kerr and Mick Inkpen. Join in with patterned language in familiar stories. Be able to link events in a story to their own experiences. Be able to sequence pictures showing the main events of a story. Be able to retell familiar stories. Be able to identify rhyming words in stories, rhymes and songs. Learn a range of poems, rhymes and songs by heart. Be able to say the sounds for the following graphemes (lower case) – ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk Know that when we read we go from left to right. Be able to blend CVC words independently. Be able to read words ending in /s/ eg cats, pigs Be able to read the tricky words – put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be Be able to read simple phrases/sentences made up of words with known GPC's and tricky words. Read and re-read books matched to their phonic ability. Be able to recognise full stops, question marks and exclamation marks in the books they read and in the environment around them. Be able to form the letters of their name in the correct cursive style. Learn to form all the graphemes taught during phonics lessons in the correct cursive style. Be able to segment CVC words in order to write them down. Write their own labels and captions for pictures and story maps. Write simple lists. Write Christmas cards to each other and family members. Write simple sentences supported by writing frames, using the GPC's and tricky words taught in phonics lessons. Begin to leave spaces in between words when they write. Begin to use full stops at the end of a sentence. To know about the key features of a letter – dear (name), message on a new line, from (name) Write a letter from Baby Bear to Santa. Write letters to their friends and family – Jolly Post Office Role Play Area.	Be able to identify when a set can be subitised and when counting is needed Be able to subitise different arrangements, both unstructured and structured, including using the Hungarian number frame Be able to make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills Be able to spot smaller numbers 'hiding' inside larger numbers Be able to connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers Be able to join in with the counting sequence & connect this to the "staircase" pattern of the counting numbers, seeing that each number is one more than the previous number Develop counting skills and knowledge, including: that the last number in the count tells us "how many" (cardinality); to be accurate in counting each thing must be counted once and once only; the need for 1:1 correspondence; understanding that anything can be counted, including sounds and actions Be able to compare sets by matching and use the language of "more than, "fewer than" and "equal to". Begin to develop the language of "whole" when talking about objects which have parts. Be able to chant numbers in order up to 10 and then 20. Be able to count up to 10 items into a set, counting items taken from a larger set. Match a number of items to a numeral and match written and spoken numerals. Be able to count along a number track 1–10. Understand and use a range of spatial language, including the prepositions: in, on, under, next to, between, in front of, and behind. Understand and use language related to movement, including: turn, flip.

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Understanding The World	Expressive Arts and Design
Be able to talk about how toys were different/similar in the past by looking at real artefacts, books and photographs. Learn and use simple vocabulary to talk about past events eg. in the past, a long time ago, before I was born, many years ago Use directional language when programming the Beebots to move around a street map (left, right, forwards, backwards). Learn about toys from around the world through books and examples of real toys. Locate the North Pole on a globe. Understand how the Arctic climate and landscape are different to their own environment. Be able to name some Arctic animals and make comparisons. Learn about where Emmanuel lives (the village of Ntwetwe in Uganda) Know about aspects of Emmanuel's life in Uganda – national flag, language, homes, food, landscape. Explore the following questions:- "Why are some occasions special?" "Why are some people remembered by others?" "What can we learn from stories? " "Why are some items and actions special?" Know that Hindus and Christians believe in different Gods. Know that Diwali is a festival celebrated by Hindus. Know the story of Rama and Sita and why Hindus remember this story at Diwali. Know why the diva lamp is special for Hindus at Diwali. Know about some of the ways Hindus celebrate Diwali. Know some stories about Jesus from the Bible eg. Jesus Calms the Storm, The Loaves and Fishes, Know the Bible story of the nativity. Understand that the baby in the nativity story is the same Jesus as the man in Bible stories they have heard earlier this term. Understand that Christmas is a celebration of Jesus' birthday. Know about some of the ways Christians celebrate Christmas. Learn basic gardening skills such as weeding and clearing fallen leaves. Be able to describe how the natural world changes as autumn turns to winter. (Also links to Geography) Be able to name some materials that melt. Be able to make observations and describe what happens during the melting process. Know that a force (push, pull or twist) is needed to make an object move. Be able to sort toys according to whether a push, pull or twist force is needed to move it. Know that a Beebot is a small computer which can be given instructions to move. Be able to switch a Beebot on and off.	Join in with role play linked to stories read in class. Be able to develop storylines in their pretend play. Be able to take on a different role in their pretend play. Be able to hold a pencil correctly. Be able to draw and paint people showing increasing detail eg. clothing (Nativity pictures) Be able to draw pictures inspired by the stories they hear. Be able to hold a paint brush correctly. Know that paint brushes need to be washed before using another colour. Learn about colour mixing through opportunities to experiment freely. Talk about the marks they make using simple Art and Design language. (eg. curved, zigzag, yellow squares) Evaluate their own work by saying what they like about it. Know how to make patterns and pictures by printing using a range of different objects. Be able to select, manipulate and combine collage materials to make a picture eg. robot Hold scissors correctly and cut a range of different materials. Be able to cut around an outline with increasing accuracy. Tear paper into strips and simple shapes. Apply adhesive sparingly and place glued surfaces together accurately. Learn how to cut tape and use this to join materials together. Understand how tape can be used to create a hinge eg. door that can open Organise and combine shapes, textures and colours to make pictures or patterns. Assemble and disassemble the component parts of a range of construction kits. Combine boxes and other found materials to create junk models. Combine large equipment outside (planks, blocks, tyres, crates etc) to create dens etc Know how to make gingerbread men by making dough, rolling it out, cutting out the shape and baking Mould and create shapes with malleable materials. Use simple tools to cut shapes and impress patterns and textures into malleable materials. Learn to sing a range of songs linked to their learning in other areas - Maths - Five Little Men in a Flying Saucer, Five Currant Buns, There were Ten in the Bed, The Days of The Week Song, The Months of the Year - Class assemblies – This little light of mine, He's got the whole world in his hands, Noah builds an ark - Christmas Carol Concert – 9 different Christmas songs Sing Up Music – Row, Row, Row Your Boat Play a steady beat on percussion instruments. Sing a tune with 'stepping' and 'leaping' notes. Make up new lyrics and vocal sounds for different kinds of transport.

Be able to program a Beebot using the forward, backwards, left and right arrows to move it to a predetermined destination on a street mat. Be able to clear previous instructions on the Beebot.	