

# Reception Curriculum

# Autumn 2

# Medium Term Plan

<b>Celebrations in our Country? (Whole school topic-Power and Empire)</b>	Week 1 Pumpkins- Pumpkin Soup- by Helen Cooper	Week 2 Fireworks  Room On the Broom- Julia Donaldson	Week 3 Autumn- Leaf Man	Week 4 Diwali/ Autumn	Week 5 Birthdays/ Weddings	Week 6 Christmas- Stickman	Week 7 Christmas- 'Elves and the shoemaker'
<b>Exploratory Questions</b>	What different celebrations do we know? Does everyone celebrate in the same way? What are the features of different festivals and celebrations?						
Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>● Reinforcing rules and expectations</li> <li>● Coping with changes and routine</li> <li>● Developing independence and self confidence</li> <li>● Continuing to grow different friendships and relationships and continuing to learn our friends and adults names</li> <li>● Can play in a group, extending and elaborating play ideas.</li> <li>● Initiates play, offering cues to peers to join them</li> <li>● Enjoys responsibility of carrying out small tasks.</li> <li>● Confident to talk to other children when playing and communicates about own home and community.</li> <li>● Aware of own feelings and is aware that some actions can hurt others feelings.</li> <li>● Can usually adapt behaviour to different events, social situations and changes in routine.</li> </ul>						
	What do you think about in Autumn time? Why do we think of Pumpkins at autumn?  Turn taking in games and deciding what would you add to	Discuss the firework safety code and children to say how they can stay safe around fireworks and at a display.  Talk about what we should wear	Talk about changes in the environment and seasons.  Talk about their favourite seasons and what changes do they notice.	Look at pictures of Diwali. What do you think is happening? Have you ever seen something like this? Share experiences with peers. Watch video and reflect.	Discuss what happens at birthdays, why do we celebrate our birthday. How does it make you feel when it's your birthday? Celebrate Penguin's birthday.	Talk about what we think of at Christmas and what is important to us. What memories do we have about Christmas / seasonal celebrations with our families?	'Elf and the Shoemaker' Talk about the importance of giving at Christmas. How does it make you feel? Share experiences and role play.

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	<p>your own pumpkin soup?</p> <p>Understanding different roles, working together to achieve a goal.</p> <p>Why does duck leave? How do the other animals feel when duck leaves?</p>	<p>to keep safe and warm.</p> <p>Keeping pets safe.</p> <p>Being kind and helping each other.</p> <p>In the story the witch was kind because she helped the animals- what did she do that was kind? Can you tell your partner something that you/ they have done which is kind.</p> <p>Can you name the characters in the story and remember what they each put in the cauldron?</p> <p>In the end each animal had a special place on the broom stick. <u>In groups</u>- what special feature would you have on the broom stick if you</p>	<p>Different seasons- how does it make you feel? Feelings pictures.</p>				
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		wanted to go on it and why?					
<p>Communication and Language</p>	<p><b>Listening and attention:</b></p> <ul style="list-style-type: none"> <li>Listen attentively in a range of situations;</li> <li>Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions;</li> <li>give their attention to what others say and respond appropriately, while engaged in another activity.</li> <li>Joins in with repeated refrains and anticipates key events and phrases</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>Follow instructions involving several ideas or actions;</li> <li>answer 'how' and 'why' questions about their experiences and in response to stories or events.</li> <li>Shows understanding of prepositions.</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>Express themselves effectively, showing awareness of listeners' needs;</li> <li>use past, present and future forms accurately when talking about events that have happened or are to happen in the future;</li> <li>develop their own narratives and explanations by connecting ideas or events.</li> <li>Use more complex sentences to link sentences.</li> <li>Builds up vocabulary that reflects the breadth of their experiences.</li> <li>Uses talk in pretending that objects stand for something else in play.</li> </ul>						
	<p>Can you describe the pumpkins that you can see in the field- children to think of different colours and textures. Descriptive vocab. With an adult feel the pumpkins and recall words to describe the textures and colours.</p> <p>Instructions for making pumpkin soup.</p>	<p>Talk about any fire work displays the children have been to and use the senses to describe colours, sounds, shapes etc. Brainstorm and add words to pictures of fireworks.</p> <p>Talk about the firework code, firework songs.</p> <p>Listening to instructions and safety.</p>	<p>Describing autumn leaf colours, shapes, textures. Word bank of autumn words to make display for resource for children.</p> <p>Talk about animals that hibernate during the winter and the reasons why.</p>	<p>Make comparisons between Diwali and other festivals like Christmas- similarities and differences.</p> <p>Look at pictures of Diwali celebrations and make observations about what happens at the festival</p>	<p>Talk about birthdays and what happens. It is a celebration of us getting older, growing up. What usually happens at our birthdays. Talk about different things that we do. Invitation ,cards, thank you letters.</p>	<p>Christmas story Christmas celebrations. What do we know about the Christmas story? Who is the Christmas story about? Who celebrates Christmas? What do Christmas celebrations usually involve- what are the key aspects of a Christmas. Brainstorm ideas and add on labels to Christmas tree.</p>	<p>Can you retell your friend the Christmas story using small world figures and puppets?</p> <p>Talk about our likes at this time of year and the aspects of Christmas time that make us excited and happy? Think about things that are not presents.</p>

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	<p>Listening to instructions on trip to pumpkin field.</p> <p>Retelling the story of Pumpkin soup- Helen Cooper</p>	<p>Retell the story of Room on a Broom with puppets in puppet theatre.</p> <p>Describe what their broom would look like if they designed a special one.</p> <p>Describe using past tense the order that the animals got on the broom.</p>					
<p>Physical Development</p>	<ul style="list-style-type: none"> <li>● Getting changed in the role play area with/without support</li> <li>● Handling large writing equipment to support gross motor skills</li> <li>● Getting changed into PE kits every Friday</li> <li>● Focused activities to support gross and fine motor skills: write dance, finger gym, dough disco and handwriting</li> <li>● PE every Friday- team work games and moving around the room in different ways.</li> <li>● Draw lines and circles using gross and fine motor skills</li> <li>● Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>● Uses one handed tools and equipment</li> <li>● Can tell an adult of their needs</li> <li>● Observes the effect of activity on their bodies.</li> <li>● Holds pencil between thumb and two fingers and then holds pencil near point between first two fingers and thumb and uses it to good control.</li> </ul>						
	<p>Pumpkin carving- using tools to carve shapes in pumpkins. Children to use drawing tools to draw on the shapes, then carving tools with support.</p>	<p>Use modelling to build their own firework models. Use card to make nose cone and flames.</p> <p>Can they use construction materials to design their own firework.</p>	<p>Cutting skills, cutting out leaf shapes.</p> <p>Leaf rubbings with crayons- set up in tuff tray</p> <p>Making leaf patterns</p> <p>Playdough shapes and cutters.</p>	<p>Making rangoli patterns with coloured rice- tuff tray</p> <p>Diva lamps in clay/ plasticine</p> <p>Cutting out Diwali shapes- cutting skills</p>	<p>Cutting shapes to make birthday cards for Penguins birthday.</p> <p>Using stencils to make shapes and pictures</p>	<p>Sewing and threading Christmas decorations and stockings.</p> <p>Scissor skills cutting paper to make Christmas decorations.</p>	<p>Making pine cone father Christmas and Angels- manipulating glue and glitter onto pine cones.</p> <p>Cutting paper-scissor skills to make</p>

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	<p>Pumpkin picking, lifting and carrying pumpkins- using wheel barrow</p> <p>Tweezers sorting coloured and shapes pasta ( Halloween themed pasta)</p> <p>Talk about pumpkin being a 'healthy' food. What other foods are healthy/unhealthy?</p> <p>Cutting skills for pumpkin shapes.</p> <p>Pencil control, for designing your own pumpkin.</p>	<p>Cutting skills, cutting out firework shapes</p> <p>Use ribbon streamers to make patterns in the air to create firework flashes and shapes- large movements.</p> <p>Pegboards to make firework patterns</p> <p>Yoga fireworks</p> <p>Cutting skills- make your own broomstick, cutting out pictures from catalogues/ animals etc to put on your own broomstick- who will be on yours?</p>	<p>Tracing shapes</p> <p>Threading beads, thread pasta</p> <p>Making leaf man/ animals.</p>	<p>Tracing Mendhi patterns- in tuff tray with hand cut outs- design your own mendhi patterns.</p> <p>Peg boards making Diwali patterns- can you copy a pattern?</p> <p>Tweezers picking up coloured rice</p>	<p>Drawing candles on the birthday cakes.</p> <p>Making cakes- sections of cakes and candles- wooden cake-halves and quarters.</p>	<p>Tweezer skills- decorating felt Christmas trees- tuff tray</p> <p>Tweezers- sorting Christmas pasta-</p> <p>Making your own stick man</p> <p>Wrapping presents in the wrapping station.</p>	<p>collage for calendars.</p>
<p>Oracy Opportunities</p>	<p>Brainstorm words to describe autumn and pumpkins, build up class word bank for display.</p> <p>Making soup- discussing textures, taste, smell- senses</p>	<p>Oracy circles- stem sentence for words to describe fireworks based on the senses. Put new vocab words on firework templates for display.</p>	<p>In circle time use stem sentences to coach children to add descriptive words to describe Autumn leaves and objects, animals.</p>	<p>In groups look at pictures of Diwali. Children to use stem sentence to describe something about Diwali they can gain from the picture " At Diwali I can see..."</p>	<p>Play " I went birthday party shopping and bought..." Children need to recall what children before then bought and add on their own item.</p>	<p>Sharing memories, talking about ourselves and families. What is special to them at Christmas time? Thinking about special times not presents. " At Christmas time I love.... With my family"</p>	<p>Turn taking for story telling. Retell the Christmas story taking it in turns a line at a time.</p>

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		<p>Acting out and retelling a story.</p> <p>Describing their own special Broom. ' on my Broom I would have.... Because.... I would also have.... For....”</p>					
Literacy	<ul style="list-style-type: none"> <li>• Can Give meaning to marks.</li> <li>• Can hear initial and end sounds in words.</li> <li>• Segment sounds into simple words.</li> <li>• Can write own name, lists and captions.</li> </ul>	<ul style="list-style-type: none"> <li>• Can Give meaning to marks.</li> <li>• Can hear initial and end sounds in words.</li> <li>• Segment sounds into simple words.</li> <li>• Can write own name, lists and captions.</li> </ul>	<ul style="list-style-type: none"> <li>• Can link sounds to letters, naming and sounding the letters</li> <li>• Begin to segment sounds into simple words</li> <li>• Can attempt to write short sentences in meaningful contexts.</li> <li>• Can use some clearly identifiable letters to communicate meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Can link sounds to letters, naming and sounding the letters</li> <li>• Begin to segment sounds into simple words</li> <li>• Can attempt to write short sentences in meaningful contexts.</li> <li>• Can use some clearly identifiable letters to communicate meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Can writes own name and other things such as labels and captions.</li> <li>• Can attempt to write short sentences in context.</li> <li>• Can write some clearly identifiable letters to communicate meaning.</li> <li>• Begin to segment sounds into simple words.</li> </ul>	<ul style="list-style-type: none"> <li>• Can writes own name and other things such as labels and captions.</li> <li>• Can attempt to write short sentences in context.</li> <li>• Can write some clearly identifiable letters to communicate meaning.</li> <li>• Begin to segment sounds into simple words.</li> </ul>	<p>Can writes own name and other things such as labels and captions.</p> <p>Can attempt to write short sentences in context.</p> <ul style="list-style-type: none"> <li>• Can write some clearly identifiable letters to communicate meaning.</li> </ul>

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							<ul style="list-style-type: none"> <li>Begin to segment sounds into simple words.</li> </ul>
Literacy	<p>Blending and segmenting CVC words with sounds. matching word to a picture.</p> <p>List writing- what would you put in your own soup- Pumpkin soup story. Children focus on initial sounds and final sounds in words where not CVC</p>	<p>Firework paintings. Children add labels to their paintings with colours they have used.</p> <p>Firework code- How to stay safe with Fireworks.</p> <p>Firework poems linked to senses</p> <p>I can hear.... I can see.... I can feel....</p> <p>Instruction writing- how to make my broom. Children to design their own broom and decide what they want on it. Model use of instructional verbs to support.</p>	<p>What did leaf man see on his journey? Children to write labels to show colours and textures and shapes of things they see.</p> <p>Recount writing from the trip to Mote park- news writing</p>	<p>Information writing- How do people celebrate Diwali?</p>	<p>It's Penguins birthday. Lets have a party, What will we need to do to organise it? Writing invitations, birthday cards, shopping lists for Party food.</p>	<p>Elf on the Shelf- letters to the class- daily letters instructing children on their tasks.</p> <p>Stickman' Read letter from the Stickman to the class. Guided letters from the Stickman to his family.</p> <p>Writing Letters to Father Christmas and then taking to the post Office to post in the letter box.</p> <p>Christmas lists</p> <p>Christmas cards</p>	<p>Christmas cards and labels for class gifts to parents and families. Challenge children by level of independence.</p> <p>Christmas present lists</p>

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Phonics	<ul style="list-style-type: none"> <li>● Opportunities to read captions, simple sentences, and words with new and revised sounds every day (whole class/small group/individual)</li> <li>● Constant revision of 'reading' skills and daily reading activities.</li> <li>● Phonics based games and activities within continuous provision and encouraged within CIA</li> <li>● Letter formation supported and emphasised in teacher directed and CIA</li> <li>● Hearing the initial sound and final sounds in words. Support to segment and hear further sounds (challenge – independent)</li> <li>● Revision of previous sounds every day</li> </ul>						
	Sounds: L h sh Recognising tricky words: You said are	Sounds: r j y Reading tricky words: 'l' 'the' 'to' be go	Sounds: w v -ve Writing tricky words: 'l' 'the' 'to' go all	Sounds: ch z th Writing tricky words: 'go' 'no' 'into' your father, how	Sounds: zz ll Writing tricky words: 'go' 'no' 'into'	Sounds: x ff Writing tricky words: 'go' 'no' 'into'	Phonics reading and writing assessment:
Mathematics (White Rose Hub)	Recognise some numerals of personal significance Counts actions or objects which cannot be moved Counts out objects from a larger set up to 10 Selects the correct numeral to represent 1 to 5	Counts an irregular arrangement of up to 10 objects. Uses the language of more and fewer to compare two sets of objects In practical activities begin to use the vocabulary involved in addition.	Estimates how many objects there are and checks by counting them. Uses the language of more and fewer to compare sets of objects Says the number that is one more or less than a given number. Finds one more and one less from a group of up to 5 objects.	Estimates how many objects there are and checks by counting them. Uses the language of more and fewer to compare sets of objects Says the number that is one more or less than a given number. Finds one more and one less from a group of up to 5 objects.	Can describe their relative position such as behind or next to.  Orders items in terms of weight and capacity.  Orders items according to height and length.	Uses everyday language in relation to time.  Can describe their relative position such as behind or next to.  Orders items according to height and length.	Begin to use mathematical names for flat 2d shapes and mathematical terms to describe shapes. Selects a particular named shape. Uses common shapes to create patterns and build models.
Mathematics (White Rose Hub)	Revision of last term. 1:1 correspondence Collecting amounts Maths opportunities in the environment to assess.	<b>Number and Place Value: comparing by non-identical objects</b>  Separating in different ways and recognising the same totals.	<b>Addition and Subtraction: One more</b>  Representing numbers and realising that Anything can be counted!	<b>Addition and Subtraction: One less</b>  Representing numbers and realising that Anything can be counted!	<b>Measurement:</b> recap 'floating'. Encourage children to now do this independently in their play. What floats? What sinks? What are the difference and similarities?  Birthday cakes-cutting up wooden	<b>Measurement:</b> 'My day'  Days of the week  Days of the week song  Introduce seasons and months of the year	<b>2d shape focus:</b> recap names and creating decorations and cards from different shapes.  What is this? Can you describe it?



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					cake and adding candles- halves quarters		
Understanding the World	<ul style="list-style-type: none"> <li>• Can show interest in the lives of people who are familiar to them</li> <li>• Can remember and talk about significant events in their own experiences</li> <li>• Looks closely at similarities, differences, patterns and change.</li> <li>• Able to recognise and describe special times or events for family or friends</li> <li>• Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.</li> <li>• Can comment and ask questions about aspects of their familiar world.</li> <li>• Shows an interest in technological toys.</li> <li>• Completes a simple program on a computer</li> <li>• Talks about why things happen and how things work.</li> </ul>						
	How do Pumpkins grow, what are the different stages of growing pumpkins.  Making pumpkin soup- cutting pumpkins/ onions	Talk about fireworks night at Ashford. If you didn't go, did you see fireworks at home? What makes your experience unique? Firework safety code	Collecting Autumn leaves, nuts, twigs etc  Learn how the trees change over the different seasons. Can we identify the different seasons by what the trees look like. Do we know what happens to the trees at each stage. When would we see particular plants?  Animals that hibernate.	Lighting the Diwali candle. Why do people do this? What does it mean? Showing an interest in others way of life.  Make comparisons between Diwali and other festivals like Christmas- similarities and differences.	What are different Birthday traditions across the world.  Wedding traditions across the world- comparing celebrations. What are your experiences of going to a wedding.	Getting ready for the upcoming Christmas period. What do you do at Christmas? How do you celebrate? Talk about differences in families.  Talk about how we can get the Stickman back to his 'family tree'	Giving over the Christmas period, relate it to the story. What did the shoemaker do? What can you make this week to give to someone?  Knowing that not everyone celebrates Christmas
UTW curriculum in the outside learning	Trip to Pumpkin field in Ashford  Trip to pumpkin field where	Chalk on the floor- making your own firework shapes, patterns, words.	Autumn walk to Mote Park Maidstone- leaf collecting, describing the different shapes and colours they see.	Making rangoli patterns outside on playground. Use coloured chalks and rice.	Using Mud Kitchen to make birthday cakes and party food for Penguins birthday.	Making a 'home' for the Stickman using outdoor materials.	Building blocks- can you build a house for the Elves- shoes and equipment

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	<p>children can choose their own pumpkin and see the different parts of a pumpkin plant. Discuss what pumpkins need to grow.</p>		<p>Leaf rubbing and bark rubbing.</p> <p>Collecting sticks, leaves etc in outside area to create characters on tuff trays, mud area etc from leaf man story.</p>	<p>What do you notice about Rangoli patterns- symmetry and shapes used.</p>			<p>to make Elves and the Shoemaker story.</p>
<p>Expressive Arts and Design</p>	<ul style="list-style-type: none"> <li>● Learning the songs to the nativity, sings some familiar songs</li> <li>● Begins to build a repertoire of songs and dances</li> <li>● Initiates movement in response to music.</li> <li>● Taps out a simple repeated pattern.</li> <li>● Practicing parts of the performance every day (whole performance nearer the time)</li> <li>● Responding to music through dance and actions</li> <li>● Using props to support role play on and off stage</li> <li>● Explores colours and how they can be changed</li> <li>● Uses various construction materials.</li> <li>● Understands that lines can be used to enclose a space and begin to use these shapes to represent objects.</li> </ul>						
	<p>Autumn tree pictures with finger prints.</p> <p>Making tree pictures using pumpkin seeds.</p> <p>Observational drawing using pastels of Pumpkins. Focus on colours, texture and patterns</p> <p>Pumpkin carving</p>	<p>Firework and bonfire night paintings.</p> <p>Colour mixing for flames on fire, collage and printing.</p> <p>Model making- rockets fireworks</p>	<p>Making your own leaf man, using leaves collected on the Autumn walk arrange leaves to make pictures of animals or a leaf man.</p> <p>Leaf rubbing, bark rubbing</p> <p>Plasticine/ clay and stick hedgehog models.</p>	<p>Nativity singing and practise</p> <p>Diwali lamps to decorate classroom interest table. Look at Mehndi hand paintings and create own.</p>	<p>Nativity practise and singing</p> <p>Sewing Christmas stockings.</p>	<p>Putting on our own pantomime. Children act out stories and capture experiences through singing, acting and dancing.</p> <p>Making a 'home' for the Stickman using construction materials.</p> <p>Christmas cards Christmas decorations</p>	<p>Christmas carols and creating Christmas cards using a range of different mediums.</p> <p>Christmas calendars Christmas decorations Christmas cards</p> <p>Making pine cone father</p>

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	Vegetable shape prints.						Christmas and Angels- manipulating glue and glitter onto pine cones.  Cutting paper-scissor skills to make collage for calendars.
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