

medium term Plans

Autumn Term 2

Reception 2023

Christmas stories and traditions / Celebrating Difference.

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| **Themes and Contexts: / See Long Term Plans for Knowledge / intent** | | |
| **What would we like the children to be demonstrating?** | | |
| Personal Social and Emotional Development | | Mathematics |
| I need to be able to celebrate the things that I am good at and acknowledge those things that my friends and peers are good at and congratulate them. I may demonstrate this in our class celebration assemblies or when a class wins the attendance cup.  I can talk positively about how our class is full of differences and that I feel happy with that. I show this in my behaviour towards others and do not use unkind words.  I show that I can be a kind friend in lots of different ways at school and I can add some ways that I do this at home in my ‘home journal’ .  I am beginning to be more confident in taking children to the emotions mirror and explaining how they are making me feel.  I can apologise and reason with someone that I have upset both in and outdoors with little adult support.  Demonstrate the ability to work with others in dance lessons.  I am showing kindness naturally in my school day .  I am learning to be more responsible and know what that means in the classroom which shows in my tidying up , My actions when exploring play based learning with others.  I can describe through stories and history such as Guy Fawkes what the difference between right and wrong actions.  I know how to behave in and administrate peer massage so that it helps my peers and myself relax.  I know there are areas in the room that I can relax and I use them when I am tired, feeling ill, or grumpy. | | .I show that I can see numbers in lots of different contexts such as calendars, jigsaws, number lines, hopscotch outdoors and a score board.  I will count forwards and backwards to 20 with more fluency around difficult teens such as 11, 12, 13, 14,  I can also demonstrate that I can start from any number within 10 and count backwards. I may do this across a range of different situations such as making voices to match, jumping numbers with Sally spoon or jumping on number mats outdoors through games and activities.  During the day children can discuss time accurately using a visual timetable as a prompt / a visual clock. They use language such as before, after and next to describe the clock to the teacher.  I can say the days of the week in songs and rhymes without prompting.  I can begin to work out ,using our maths meets, which day comes next .  I can cut or fold things in half and know it has to be ‘ fair’ or ‘equal’ .  I can use my body to copy patterns or dances and can complete a simple repeating pattern.  I can Sort shapes – triangles and circles Make shape pictures using triangles and circles Circles and triangles with real life objects. Positional language – where’s teddy? Positional language – obstacle course  I can Explore and talk about : Number 1 Number 2 Number 3 Number 1,2,3 Sorting objects and subitising Number 1,2,3 Memory game  Number 4 Number 5 Number 4 and 5 Composition of 4 Composition of 5  I can begin to discuss the composition of 4 and 5. I can investigate with Cube shapes with 4 and 5 Finding 1 more to a number Finding 1 less 1 more and 1 less |
| Communication and Language Development | | Understanding the World |
| I’m listening to others more and waiting turns in conversations. I know I can put up my hand to show id like to give an opinion and it does not matter if it is different to others.  When I listen to a story I know I can express my views or agree my view with someone else’s.  During discussion I know I can answer questions and give my opinions.  I understand and respond appropriately to how and why questions across a range of areas of learning.  I can explain concepts that I have been exploring in my play, share it with others and the whole class.  I’m confident to perform songs in the Christmas production .  I’m showing I can use and understand some Makaton signs through songs such as animals and Christmas songs like Rudolf, when Santa got stuck up the chimney.  Science link :  A Sound walk / Red House Ramble  Closing eyes and listening to sounds around them outside.  Listening to rain , wind and thunder.  Recording sounds outside | | I can talk about some differences in celebrations across the world such as Diwali.  I show understanding that buildings can be different across the world and places of worship.  I can sort images of people according to their characteristics.  I can name some animals that hibernate and show how we can take care of animals in our gardens as part of ‘https://www.bbc.co.uk/bitesize/topics/z6hv9j6/articles/zg2shcw  Animal hibernating quiz : <https://www.bbc.co.uk/cbeebies/puzzles/hibernating-animals>  Video of hedgehogs through the seasons : <https://www.bbc.co.uk/bitesize/clips/zq9rkqt>  Autumn Watch’  I make a bird box or hedgehog house and observe it over time.  I can join in with Christmas celebrations in a variety of ways . I know foods and traditions for Christmas.  I can tell you that some people may not celebrate Christmas as they are not ‘Christians’.  I may use religious building names when constructing with blocks or Lego.  I know why we celebrate ‘Bonfire Night’ . I can understand what is right and wrong about how people behaved. History line of enquiry.  I am more aware of how my 5 senses are used to describe and save memories.  I can use those senses to discuss autumnal changes and draw or paint an autumnal picture.  I use leaf prints to investigate the veins inside of leaves and I can talk about what they are.  Using the story “ Stickman” Show the children how the seasons change from one Christmas to another.  I know that materials can change their status such as liquid to solid and name some materials that possess these qualities.  I can hear the difference in sounds when rain hits different material contains. |
| Physical Development | | Expressive Arts and Design |
| I am beginning to balance and coordinate movements on large apparatus  I can demonstrate how I can move my body to percussion instruments, music or noises. I can adjust the tempo of my movements as a listening carefully to the music.  Work with others . choreography in movements to music in different and creative ways. I’m showing I am more balanced and coordinated.  I can balance on apparatus when they are raised off the ground.  I can do a forward roll safely without aid.  I can use my body to balance and hold a variety of positions.  I’m showing that I know how to jump from apparatus safely with a take-off of 2 feet and 2 feet language with ‘Holding a Trophy’ pose.  I know that I need to push my chair in so my tummy touched the table if I am doing handwriting. I can make most of my letters recognisable .  I can form many letters well in daily handwriting challenges.  I select the correct handed tools for my dominant hand. | | I know how to access the media’s pastels, clay and drawing tools and junk rescue if I want to create.  I am beginning to know how to use and clear away paint such as washing the brush between colours, not dripping it onto the table and using a paper towel to wipe it.  I know and can use chalk to rub and blend colours together on different coloured paper.  I can use my knowledge of pattern and college to decorate things.  I can use and take care of pritt stick glue so my paper sticks successfully and the glue does not dry out.  I can join in with familiar songs more confidently and can pair with actions if required.  I can play a percussion instrument when joining in with music and songs and I am much more confident keeping a simple beat. I may display this outdoors and I can perform in front of an audience such as the Christmas play.  I’m using my body as percussion far more confidently when playing along to songs I know. I can identify which sounds are loud and which are quiet.  I understand that leaves can be used as a media to make ‘shape pictures with. I can use paint to make leave prints so that I can investigate the surface, pattern, shape, texture and colour.  Stickman Topic for all children to access through teaching.   * Draw the stick man / look at the texture of wood closely and copy. Wood rubbings with crayons. * Use sticks to mark make with paint. * Make a stick person with material and glue. * Use sticks to make a sculpture of any kind with a choice of fixtures such as wool or garden wire. |
| Literacy Development | |  |
| I can read 1: 6-1:7 green word cards effortlessly.  I can turn the pages of a simple cvc word book based on those cards at home and at school I can then do this independently in a small group.  I know phase 3 tricky words by sight and I can spot them in my books, when playing I spy games or in tricky word hunts.  I know cards can have messages in and know how a list is organised.  I’m ready to try simple ‘hold a sentence’ work with no more than 5 words which I can read back to the teacher or my friend accurately.  I can imitate the ginger bread man story and the little red hen using a story map.  I join in with familiar over and over stories and I like to tell stories of my own in small world play .  I know how to access different forms of mark making outdoors such as scoring in skittles, role play, paint and messy play.  I can also read labels wo I know where to tidy things up.  I understand rhyme and can repeat this in stories and poems. | |  |
| What words or phrases do we want the children to have experience of or use by the end of this half term? | | |
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| **Visitors, visits and special experiences and family involvement** | Books and poetry | |
| Autumn ramble round the estate.  Pantomime company  Christmas party with traditional games linking ideas from the past.  Christmas craft workshop week/ how natural materials can be used to make decorations. | *“Goodbye Autumn Hello Winter “*  *Leaf Man*  *Big book nursery rhymes and poetry such as sing a song of sixpence, This old Man ,*  *This is bear*  *This is the bear and scary night* | *Over and over stories :*  *Handa’s surprise*  *Owl babies*  *Whatever Next*  *SHHH!*  *Six Dinner Sid*  *Rosie’s Walk*  *Farmer Duck*  *Goodnight Moon*  *On The Way*  *Mr Gumpy’s Outing*  *The Gruffalo* |
| “Keep up Groups” this term’s focus | Continuous and enhanced provision. | |
| Intensive catch up to say set 1 letter sounds suing pure sounds for bouncing and stretching.  Intensive modelling of blending for children still not linking letters combined with listening and attention skills.  Intensive support for children whose fine motor skills need strength building for fingers and correct grip.  Intense intervention for correct recital of numbers and number ordering. | “Whatever You Want to Be” Role Play focus objects, celebrations. Party clothes , beads, posh hats, scarves , banners, cards, Christmas tree to decorate and stimulate making decorations in the creative area where they can build on direct teaching and expand their ideas.  Display of world map with images of different worldly celebrations as well as the images from the family book that says ‘ Every Family Likes to Celebrate’ .  Leave key symbols of these celebrations and artefacts for the children to explore.  In block play leave images of different places of worship, famous buildings from around the world and where they come from. | |