

## Reception Medium Term Planning Autumn Term 2024

The children will develop a sense of their selves with regards to events that they celebrate and people around them celebrate in their wider world.

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| <p><b>PSED</b><br/>         Becomes engrossed in an activity and finds it difficult to switch attention to another task.<br/>         Can identify a wider range of feelings.<br/>         Can focus attention in a whole class group for a teaching session.<br/>         Is willing to keep trying if something is difficult or challenging.<br/>         Makes independent choices and is confident to try new things although prefers to choose activities that are within their capability.<br/>         Perseveres with fastenings on coats.<br/>         Washes hands without reminders.<br/>         Is aware of the needs of others but can find it hard to let others take the lead.<br/>         Interacts with a variety of children and is building good relationships with adults and other children.<br/>         Is able to identify when another child is upset and respond appropriately.</p> | <p><b>CLL</b><br/>         Listens carefully to stories and can retell it.<br/>         Responds to a series of instructions and a range of questions in discussions.<br/>         Communicates confidently with peers and adults.<br/>         Uses talks to communicate needs, news, feelings and ideas.<br/>         Uses new vocabulary.</p> | <p><b>PD</b><br/>         Uses a range of ways to move appropriately.<br/>         Can climb over, under and through obstacles.<br/>         Uses large construction to build.<br/>         Attempts to use a tripod grip with some consistency.<br/>         Often chooses to draw, representing recognisable objects or shapes in work.<br/>         Use scissors to cut along curved lines, holding scissors in the correct position.<br/>         Is able to mould and shape clay with fingers and tools.</p> |
| <p><i>How to manage feelings</i><br/> <i>Developing independence</i><br/> <i>Helping to settle in new children</i><br/> <i>Circle games</i><br/> <i>Turn taking, sharing, working together</i></p>  | <p><i>Listening games</i><br/> <i>Making Role Play areas</i><br/> <i>Sharing ideas during circle time and listening to others</i><br/> <i>Working on describing words and rhyming words</i><br/> <i>What did you like about the firework party?</i></p>  | <p><i>Real PE Activities</i><br/> <i>Manipulating clay and dough to firework pattern</i><br/> <i>Using tools—scissors, cooking utensils</i><br/> <i>Working on pencil grip to form letters</i></p>  |

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| <p><b>L</b></p> <p>Has a love of stories and listens attentively to story time.<br/>         Enjoys talking to others about favourite stories.<br/>         Is able to talk about the main events in the story and predict what might happen.<br/>         Can retell a story using role play or small world resources, using some story language.<br/>         Can match Phase 2 graphemes and phonemes.<br/>         Can blend and read Phase 2 cvc words.<br/>         Can read Phase 2 captions.<br/>         Can read Phase 2 tricky words.<br/>         Can keep a simple rhythm and match rhyming words.<br/>         Can segment and spell Phase 2 cvc words.<br/>         Can match Phase 2 graphemes and phonemes.<br/>         Writes cvc words and labels.<br/>         Is starting to write simple captions.<br/>         Forms letters correctly.<br/>         Writes name with correct letter formation</p> | <p><b>M</b></p> <p>Can subitise to 5 and is beginning to talk about the different ways that amounts of 5 can be made.<br/>         Look at numbers to 10.<br/>         Counts objects accurately to 10 using one to one correspondence and can identify when objects have the same, less that or more than.<br/>         Recognises numbers to 10 and puts them in order.<br/>         Uses some shape names appropriately and understands prepositional language.<br/>         Creates a repeated pattern with colour and shape.<br/>         Use mathematical language to describe 2D shapes.</p> | <p><b>UW</b></p> <p>Understands the difference between past and present and is building up knowledge of key historical events through topics, stories and community events, e.g. Bonfire Night, Remembrance Day.<br/>         Listens carefully to stories about different places and is beginning to recognise that different places have different features, e.g. recognising the difference between life in this country and other countries.<br/>         Knows about some celebrations and is able to talk about how they might be celebrated, e.g. Christmas, Remembrance Day, Diwali.<br/>         Describes some features of plants and animals and identifies when things are the same and different.<br/>         Notices, observes and talks about seasonal changes.</p> | <p><b>EAAD</b></p> <p>Makes some independent choices about the resources needed and talks about creations.<br/>         Uses different textures in creations and will combine media.<br/>         Cuts along curved lines with scissors and uses moulding tools with malleable materials.<br/>         Uses a range of shapes and colours to represent observational drawings.<br/>         Plays alongside others to develop storylines in role play/small world.<br/>         Sings familiar songs.<br/>         Rehearses for, and performs in, the nativity play.<br/>         Moves in response to Bhangra music.</p> |
| <p>Weekly News<br/>         Christmas Story<br/>         Visit to library to change books<br/>         Name writing</p>  | <p>Working with numbers to 10<br/>         Introducing Numicon<br/>         More/less<br/>         How many? 1:1 counting<br/>         Shape and language - make rocket pictures<br/>         Ordering numbers<br/>         Match number to quantity.</p>   | <p>Visit to The Library—what do we see in our local area?<br/>         Harvest, Divali, Christmas, Bonfire Night, Remembrance Day<br/>         Cooking Christmas biscuits.<br/>         Trying Indian food<br/>         Exploring the Jungle with our senses.</p>   | <p>Christmas songs<br/>         Illustrate pictures<br/>         Paint poppies<br/>         Create Rangoli patterns<br/>         Act out Rama and Sita story<br/>         Act out Christmas Play<br/>         Create bonfire pictures</p>  |

Key Texts/stories

Rama and Sita

Guy Fawkes

The Christmas Story

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| <b>(Vocab)</b> | <b>Bonfire</b><br><i>Guy Fawkes</i><br><i>Houses of</i><br><i>Parliament</i><br><i>Barrels</i><br><i>Gun powder</i><br><i>Guards</i><br><i>London</i> | <b>Remembrance</b><br><i>Remember</i><br><i>same/similar</i><br><i>different</i><br><i>soldier</i><br><i>war</i> | <b>Diwali</b><br><i>festival of</i><br><i>light</i><br><i>celebration</i><br><i>rangoli</i><br><i>diva lamp</i><br><i>Rama</i><br><i>Sita</i> | <b>Diwali</b><br><i>festival of</i><br><i>light</i><br><i>celebration</i><br><i>rangoli</i><br><i>diva lamp</i><br><i>Rama</i><br><i>Sita</i> | <b>Stick Man</b><br><i>Favourite</i><br><i>Heading</i><br><i>Deserted</i><br><i>Lonely</i><br><i>Covered</i> | <b>Christmas</b><br><i>Christingle</i><br><i>God</i><br><i>World</i> | <b>Christmas</b><br><i>Jesus</i><br><i>Mary</i><br><i>Joseph</i><br><i>Shepherds</i><br><i>Camels</i><br><i>Kings</i> |
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