

Medium term planning – Autumn 2 (Lights and Festivals)

Reception East Harptree and Ubley Primary Schools.	Autumn 2	Lights and Festivals	
Role Play: Inside	Home Corner/Café/Santa's workshop	Role Play: Outside	Home Corner/Café/Santa's workshop

Throughout all learning, the Reception Team will ensure activities and interactions which support the Characteristics of Learning:	Playing and exploring – engagement: Finding out and exploring; Playing with what they know; Being willing to 'have a go' Active learning – motivation: Being involved and concentrating; Keeping trying; Enjoying achieving what they set out to do Creating and thinking critically – thinking: Having their own ideas; Making links; Choosing ways to do things
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Personal, Social and Emotional Development (PSED)	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Next Steps
Self-Regulation: Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. ELG:	SELF REGULATION Moving from co-regulation to self-regulation Daily check in on how they are feeling – in morning meeting	SELF REGULATION Moving from co-regulation to self-regulation? Daily check in on how they are feeling – in morning meeting	SELF REGULATION Moving from co-regulation to self-regulation? Daily check in on how they are feeling – in morning meeting	SELF REGULATION Talking with others to solve conflict Model how to deal with emotions when they arise – angry, walk away. Sad, talk to a friend etc.	SELF REGULATION Talking with others to solve conflict Teach language to say how they are feeling and share with others	SELF REGULATION Talking with others to solve conflict Learn 'Stop, I do not like that'	SELF REGULATION Talking with others to solve conflict Deal with conflict using skills taught and model if needed.	

Managing Self: Become more outgoing with unfamiliar people and show more confidence in new social situations. Usually dry and clean during the day. ELG Building Relationships: Play with one or more other children, extending and elaborating play ideas.	MANAGING SELF	MANAGING SELF	MANAGING SELF	MANAGING SELF	MANAGING SELF	MANAGING SELF	MANAGING SELF	
	Healthy Eating Lesson on good foods and foods in moderation – create their own healthy lunchbox from pictures.	Increasingly follow the rules Daily reminders of school rules Positive reinforcement	Increasingly follow the rules Daily reminders of school rules Positive reinforcement	Show more confidence in social situations with older children Buddy Time Interactions at playtimes and lunchtimes	Show more confidence in social situations with older children Buddy Time Interactions at playtimes and lunchtimes	Identify and select resources independently Ensure children know where essentials are e/g scissors/glue/colouring pencils	Identify and select resources independently Ensure children know where essentials are e/g scissors/glue/colouring pencils	
	BUILDING RELATIONSHIPS	BUILDING RELATIONSHIPS	BUILDING RELATIONSHIPS	BUILDING RELATIONSHIPS	BUILDING RELATIONSHIPS	BUILDING RELATIONSHIPS	BUILDING RELATIONSHIPS	
	Listening to others Start show and tell Circle times encouraging children to listen.	Listening to others Start show and tell Circle times encouraging children to listen.	Kind words and Kind hands Person outline and plaster lesson – what we say and what we do hurts others	Kind words and kind hands What is a good friend lesson? Can we role play kind actions to our friends	Being Respectful and helpful Showing the children what respectful and helpful is. Point out when children are being helpful and respectful in class.	Being Respectful and helpful Showing the children what respectful and helpful is. Point out when children are being helpful and respectful in class.	Setting goals After Christmas is new year – what are we going to focus on for Term 3? What would we all like to be better at – explain what setting goals means.	
Jigsaw (Discrete lesson) Celebrating differences	What am I good at?	Im special, Im me!	Families	Houses and Homes	Making friends	Standing up for yourself		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Next Steps
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Physical Development (PD) Gross Start to eat independently and learning how to use a knife and fork. Develop skills they need to manage school day successfully: lining up and queuing; mealtimes; personal hygiene Fine Show a preference for a dominant hand. Use one handed tools and equipment i.e., making snips into paper	FINE Use one handed tools Teach correct letter formation Funky fingers box/activities	FINE Use one handed tools Teach correct letter formation Funky fingers box/activities	FINE Develop correct tripod grip Funky fingers box/activities Pencil control sheets Writing in sand/glue/glitter	FINE Develop correct tripod grip Funky fingers box/activities Pencil control sheets Writing in sand/glue/glitter	FINE Show preference for a dominant hand Letter formation Pencil control sheets handwriting	FINE Show preference for a dominant hand Letter formation Pencil control sheets handwriting	FINE We are working on forming our letters correctly Encouraging pencil control Modelling on board Encourage writing on the line.	
	GROSS Weekly PE lesson with PH Sports Go Noodle in class and weekly Cosmic Yoga session	GROSS Weekly PE lesson with PH Sports Go Noodle in class and weekly Cosmic Yoga session	GROSS Weekly PE lesson with PH Sports Go Noodle in class and weekly Cosmic Yoga session	GROSS Weekly PE lesson with PH Sports Go Noodle in class and weekly Cosmic Yoga session	GROSS Weekly PE lesson with PH Sports Go Noodle in class and weekly Cosmic Yoga session	GROSS Weekly PE lesson with PH Sports Go Noodle in class and weekly Cosmic Yoga session	GROSS Weekly PE lesson with PH Sports Go Noodle in class and weekly Cosmic Yoga session	

Communication and Language (CL)	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Next Steps
Listening, Attention and Understanding: Understand how to listen carefully and why listening is important. Understand a question or instruction that	Listening, Attention and Understanding Enjoy listening to longer stories Join in with repeated refrains in known stories	Listening, Attention and Understanding Enjoy listening to longer stories Join in with repeated refrains in known stories	Listening, Attention and Understanding Enjoy listening to longer stories Join in with repeated refrains in known stories	Listening, Attention and Understanding Enjoy listening to longer stories Using known stories, retell the story to a friend	Listening, Attention and Understanding Listening to stories and pointing out story language such as 'Once upon a time' or repeated phrases that help tell the story	Listening, Attention and Understanding Listening to stories and pointing out story language such as 'Once upon a time' or repeated phrases that help tell the story	Listening, Attention and Understanding Listening to stories and pointing out story language such as 'Once upon a time' or repeated phrases that help tell the story	

has two parts, such as: "Get your coat and wait at the door". Speaking: Develop social phrases. "Good morning, how are you?" Learn new vocabulary and use it throughout the day in different contexts.	Speaking We can listen to two step instructions and follow them We can listen and respond to stories <i>Story Exploring sessions every week</i>	Speaking We can listen to two step instructions and follow them We can listen and respond to stories <i>Story Exploring sessions every week</i>	Speaking We can listen to two step instructions and follow them We can listen and respond to stories <i>Story Exploring sessions every week</i>	Speaking We are using longer sentences and increasing our range of vocab through our wordy warm up. We can listen and respond to stories <i>Story Exploring sessions every week</i>	Speaking We are using longer sentences and increasing our range of vocab through our wordy warm up. We can listen and respond to stories <i>Story Exploring sessions every week</i>	Speaking We are using longer sentences and increasing our range of vocab through our wordy warm up. We can take part in class discussions about a 'would you rather question?' <i>Story Exploring sessions every week</i>	Speaking We are using longer sentences and increasing our range of vocab through our wordy warm up. We can take part in class discussions about a 'would you rather question?' <i>Story Exploring sessions every week</i>	
Literacy Word reading Understand the five key concepts about print: Print has meaning; Print can have different purposes; we read English text from left to right and top to bottom; name of different parts of a book; page sequencing. Comprehension Ask questions about the book. Make comments and share their own ideas. Develop play around favourite	Texts: 'The Three Little Pigs' and 'The Magic Paintbrush' (Linked texts Whatever next, Astro Girl, here we are, how to catch a star, the owl who was afraid of the dark)							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Next Steps
	Word Reading: Phonics: Review of sounds from last term	Word Reading: Phonics: ULS Phase 3 Blending games	Word Reading: Phonics: ULS Phase 3 Blending games	Word Reading: Phonics: ULS Phase 3 Blending games	Word Reading: Phonics: ULS Phase 3 Blending games	Word Reading: Phonics: ULS Phase 3 Blending games	Word Reading: Phonics: ULS Phase 3 Blending Games	
	Comprehension Engage in conversation and increase vocab through wordy warm up <i>Daily story time with snack</i> <i>Wordy warm up before Trust literacy planning</i>	Comprehension Engage in conversation and increase vocab through wordy warm up <i>Daily story time with snack</i> <i>Wordy warm up before Trust literacy planning</i> <i>The Three little pigs</i>	Comprehension Engage in conversation and increase vocab through wordy warm up <i>Daily story time with snack</i> <i>Wordy warm up before Trust literacy planning</i>	Comprehension Engage in conversation and increase vocab through wordy warm up <i>Daily story time with snack</i> <i>Wordy warm up before Trust literacy planning</i>	Comprehension Engage in conversation and increase vocab through wordy warm up <i>Daily story time with snack</i> <i>Wordy warm up before Trust literacy planning</i>	Comprehension Engage in conversation and increase vocab through wordy warm up <i>Daily story time with snack</i> <i>Wordy warm up before Trust literacy planning</i>	Comprehension Engage in conversation and increase vocab through wordy warm up <i>Daily story time with snack</i> <i>Wordy warm up before Trust literacy planning</i> <i>Threadbear</i>	

stories using props. Writing Write some or all of their name. Write some letters accurately.	The Three little pigs		The Three little pigs	The Magic Paintbrush	The Magic Paintbrush	The Magic Paintbrush Christmas texts to be shared alongside	Christmas texts to be shared and enjoyed throughout the final week with Christmas English activities such as list writing, father Christmas letters etc. Cards home.	
	Writing Daily writing linked to: The Three little pigs Daily name writing until name is secured. Daily Mark making until pencil control is strong	Writing Daily writing linked to: The Three little pigs Daily name writing until name is secured. Daily Mark making until pencil control is strong	Writing Daily writing linked to: The Three little pigs Daily name writing until name is secured. Daily Mark making until pencil control is strong	Writing Daily writing linked to: The Magic Paintbrush Daily name writing until name is secured. Daily Mark making until pencil control is strong	Writing Daily writing linked to: The Magic Paintbrush Daily name writing until name is secured. Daily Mark making until pencil control is strong	Writing Daily writing linked to: The Magic Paintbrush Daily name writing until name is secured. Daily Mark making until pencil control is strong	Writing Linked to Christmas activities such as gift list, writing to father Christmas, cards home and practising handwriting.	

Mathematics	Programmes using to support Maths: Mastering Number and White Rose Maths							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Next Steps

Number Develop fast recognition of up to 3 objects, without having to count them (subitising). Show 'finger numbers' up to 5. Link numerals and amounts, e.g., showing correct number of objects to match numeral 5. Numerical Patterns Recite numbers past 5 and in order to 10. Say one number for each item in order: 1, 2, 3, 4, 5. Know that last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Count objects, actions and sounds, reciting the numbers in order and matching one number name for each item. Compare quantities using language: 'more than', 'fewer than'. Compare objects: weight,	Numbers and Numerical Patterns <i>Use white rose maths and Mastering Number</i> <u>It's Me: 1, 2, 3!</u> Recognise 1, 2 and 3 Know the quantity of 1, 2 and 3 Count forward and backwards to 3 Count up to three objects in different arrangements Represent 1, 2 and 3 in a variety of different ways Understand the total number in a group up to 3 Begin to subitise numbers up to 3 Find 1, 2 and 3 on a clock and introduce 1 and 2p coins Use mark-making to represent 1, 2 and 3 <u>Comparing 1, 2, 3</u> Count forward and backwards to 3 Understand that as we count each number is one more than the one before	Numbers and Numerical Pattern <i>Use white rose maths and Mastering Number</i> <u>It's Me: 1, 2, 3!</u> Recognise 1, 2 and 3 Know the quantity of 1, 2 and 3 Count forward and backwards to 3 Count up to three objects in different arrangements Represent 1, 2 and 3 in a variety of different ways Understand the total number in a group up to 3 Begin to subitise numbers up to 3 Find 1, 2 and 3 on a clock and introduce 1 and 2p coins Use mark-making to represent 1, 2 and 3 <u>Comparing 1, 2, 3</u> Count forward and backwards to 3 Understand that as we count each number is one more than the one before Use range of representations to	Numbers and Numerical Pattern <i>Use white rose maths and Mastering Number</i> <u>Circles and Triangles</u> Understand that circles have one curved side Understand that circles have 3 straight sides Recognise circles and triangles on items within school Build own circles and triangles <u>Spatial Awareness</u> Use positional language to describe how items are positioned in relation to others Follow positional instructions Represent the location of objects using drawings, maps or models Build and complete life-sized journeys using position language Direct others using positional language <u>4 & 5</u>	Numbers and Numerical Pattern <i>Use white rose maths and Mastering Number</i> <u>Circles and Triangles</u> Understand that circles have one curved side Understand that circles have 3 straight sides Recognise circles and triangles on items within school Build own circles and triangles <u>Spatial Awareness</u> Use positional language to describe how items are positioned in relation to others Follow positional instruction Represent the location of objects using drawings, maps or models Build and complete life-sized journeys using position language Direct others using positional language <u>4 & 5</u>	Numbers and Numerical Pattern <i>Use white rose maths and Mastering Number</i> <u>One More and One Less Count</u>, subitise and compare to explore and find one more and one less Use five frames to represent numbers and then make one more or less Use 5 frame to predict how many there will be when they add or take-away 1 Relate adding 1 more to counting forwards and 1 less to counting backwards Begin to say one more than a number without counting Recognise frames or groups of objects that are one more than a given number <u>Shapes with 4 sides</u> Understand that squares and rectangles have 4 straight sides and 4 corners Recognise squares	Numbers and Numerical Pattern <i>Use white rose maths and Mastering Number</i> <u>One More and One Less Count</u>, subitise and compare to explore and find one more and one less Use five frames to represent numbers and then make one more or less Use 5 frame to predict how many there will be when they add or take-away 1 Relate adding 1 more to counting forwards and 1 less to counting backwards Begin to say one more than a number without counting Recognise frames or groups of objects that are one more than a given number <u>Shapes with 4 sides</u> Understand that squares and rectangles have 4 straight sides and 4 corners Recognise squares	Numbers and Numerical Pattern <i>Use white rose maths and Mastering Number</i> <u>Night and Day</u> Understand night and day Develop a sense of time in terms of 'yesterday', 'today' and 'tomorrow' Describe and order when relative events happen across different days using positional language such as before, later, after and next Measure time in simple ways such as number of sleeps until an event and using timers	
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length, size and capacity. Talk about and explore 2D and 3D shapes using information language such as: sides, corners, straight, flat, round. Describe sequence of events (real or fictional) using words such as first, then, next.	Use range of representations to represent one more and one less	represent one more and one less	Count on and back to 4/5 Count and subitise up to 4 or 5 objects. Match number names to quantities Use mark making to represent 4 and 5	Count on and back to 4/5 Count and subitise up to 4 or 5 objects. Match number names to quantities Use mark making to represent 4 and 5	and rectangles on items within school Build own squares and rectangles	and rectangles on items within school Build own squares and rectangles		
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Understanding the World	Week 1 - Autumn	Week 2 – Bonfire Night	Week 3 – Diwali	Week 4 – Space	Week 5 - Hannukah	Week 6 – Christmas Stories	Week 7 – Christmas Traditions	Next Steps
Past and Present Begin to make sense of their own life story and family's history. People, Culture and Communities. Talk about members of their immediate family and community. Name and describe people who are familiar to them. The Natural World Explore the natural world around them. Describe what they see, hear and feel whilst outside. Know there are different countries in the world and talk about the differences they have experienced or seen in photos.	Past and Present, people, culture and community We can explore how Celebrations are celebrated in the past and present by different people Talk about their experiences of their own birthdays. How have they changed as they have gotten older? How did people in the past celebrate their birthdays? Do all people celebrate their birthdays in the same way? Each child to share how they celebrate and compare differences.	Past and Present, people, culture and community We can explain why we celebrate bonfire night and how different people celebrate it Talk about Guy Fawkes – brief history of why we celebrate bonfire night and what happened Look at different ways people celebrate – hotdogs, bonfire, fireworks, making their own guy Fawkes etc. Do the children do anything special on bonfire night?	Past and Present We can explore how Diwali is celebrated today Use BBC teach site on Diwali, share videos and explore how Diwali is celebrated by others. Complete Diwali activities People, Culture and Communities We know the story of Rama and Sita and know it is from a different culture Share the story of Rama and Sita. Share how it is a hindu story and this is a different culture. How is their story different to a Christian story?	Past and Present, People, culture and community We can recognise important people that have been to space Introduce Mia Jameson – Why do we think she was important. Explore her Little people, big dreams book. Explain to the children all this happened before they were born. Why was it so important?	Past and Present, people, culture and communities We can recognise people have different beliefs Share the story of Hannukah – the Jewish festival of lights. Compare to previous learning of Diwali and their festival of lights.	Past and Present, people, culture and communities We can share different Christmas stories from the difference and recognise how they have changed. Share a range of stories throughout the week including the nutcracker (more traditional), Harry Slumfenburgers Christmas and The Grinch. Compare similarities and differences. What aspects have been kept the same?	Past and Present We can recognise how Christmas used to be celebrated in the past Share images of different christmas's from the past and present – what do the children notice? People, Culture and Communities We know who is important during the Christmas season Talk about the	
	LSP EYFS RE UNIT - Why do Christians perform Nativity at Christmas?							

