

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				
Personal, Social and Emotional Development (PSED) Self-Regulation: Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. ELG: 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.	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Next Steps
	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 Healthy Eating Lesson on good foods and foods in moderation – create their own healthy lunchbox from pictures.	MANAGING SELF Increasingly follow the rules Daily reminders of school rules Positive reinforcement	MANAGING SELF Increasingly follow the rules Daily reminders of school rules Positive reinforcement	MANAGING SELF Show more confidence in social situations with older children Buddy Time Interactions at playtimes and lunchtimes	MANAGING SELF Show more confidence in social situations with older children Buddy Time Interactions at playtimes and lunchtimes	MANAGING SELF Identify and select resources independently Ensure children know where essentials are e/g scissors/glue/colouring pencils	MANAGING SELF Identify and select resources independently Ensure children know where essentials are e/g scissors/glue/colouring pencils	
	BUILDING RELATIONSHIPS Listening to others Start show and tell Circle times encouraging children to listen.	BUILDING RELATIONSHIPS Listening to others Start show and tell Circle times encouraging children to listen.	BUILDING RELATIONSHIPS Kind words and Kind hands Person outline and plaster lesson – what we say and what we do hurts others	BUILDING RELATIONSHIPS Kind words and kind hands What is a good friend lesson? Can we role play kind actions to our friends	BUILDING RELATIONSHIPS Being Respectful and helpful Showing the children what respectful and helpful is. Point out when children are being helpful and respectful in class.	BUILDING RELATIONSHIPS Being Respectful and helpful Showing the children what respectful and helpful is. Point out when children are being helpful and respectful in class.	BUILDING RELATIONSHIPS 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 are – explain what setting goals means.	

Jigsaw (Discrete lesson)	What am I good at?	Im special, Im me!	Families	Houses and Homes	Making friends	Standing up for yourself		
Celebrating differences								

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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Next Steps
	FINE	FINE	FINE	FINE	FINE	FINE	FINE	
	Use one handed tools Teach correct letter formation Funky fingers box/activities	Use one handed tools Teach correct letter formation Funky fingers box/activities	Develop correct tripod grip Funky fingers box/activities Pencil control sheets Writing in sand/glue/glitter	Develop correct tripod grip Funky fingers box/activities Pencil control sheets Writing in sand/glue/glitter	Show preference for a dominant hand Letter formation Pencil control sheets handwriting	Show preference for a dominant hand Letter formation Pencil control sheets handwriting	We are working on forming our letters correctly Encouraging pencil control Modelling on board Encourage writing on the line.	
	GROSS	GROSS	GROSS	GROSS	GROSS	GROSS	GROSS	
	Weekly PE lesson with PH Sports Go Noodle in class and weekly Cosmic Yoga session	Weekly PE lesson with PH Sports Go Noodle in class and weekly Cosmic Yoga session	Weekly PE lesson with PH Sports Go Noodle in class and weekly Cosmic Yoga session	Weekly PE lesson with PH Sports Go Noodle in class and weekly Cosmic Yoga session	Weekly PE lesson with PH Sports Go Noodle in class and weekly Cosmic Yoga session	Weekly PE lesson with PH Sports Go Noodle in class and weekly Cosmic Yoga session	Weekly PE lesson with PH Sports Go Noodle in class and weekly Cosmic Yoga session	

Communication and Language (CL) Listening, Attention and Understanding: Understand how to listen carefully and why listening is important. Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. Speaking: Develop social phrases. “Good morning, how	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Next Steps
	Listening, Attention and Understanding	Listening, Attention and Understanding	Listening, Attention and Understanding	Listening, Attention and Understanding	Listening, Attention and Understanding	Listening, Attention and Understanding	Listening, Attention and Understanding	
	Enjoy listening to longer stories Join in with repeated refrains in known stories	Enjoy listening to longer stories Join in with repeated refrains in known stories	Enjoy listening to longer stories Join in with repeated refrains in known stories	Enjoy listening to longer stories Using known stories, retell the story to a friend	Listening to stories and pointing out story language such as ‘Once upon a time’ or repeated phrases that help tell the story	Listening to stories and pointing out story language such as ‘Once upon a time’ or repeated phrases that help tell the story	Listening to stories and pointing out story language such as ‘Once upon a time’ or repeated phrases that help tell the story	
	Speaking	Speaking	Speaking	Speaking	Speaking	Speaking	Speaking	
	We can listen to two step instructions and follow them	We can listen to two step instructions and follow them	We can listen to two step instructions and follow them	We are using longer sentences and increasing our range of	We are using longer sentences and increasing our range of	We are using longer sentences and increasing our range of	We are using longer sentences and increasing our range of	

are you?” Learn new vocabulary and use it throughout the day in different contexts.	<p>We can listen and respond to stories</p> <p>Story Exploring sessions every week</p>	<p>We can listen and respond to stories</p> <p>Story Exploring sessions every week</p>	<p>We can listen and respond to stories</p> <p>Story Exploring sessions every week</p>	<p>vocab through our wordy warm up.</p> <p>We can listen and respond to stories</p> <p>Story Exploring sessions every week</p>	<p>vocab through our wordy warm up.</p> <p>We can listen and respond to stories</p> <p>Story Exploring sessions every week</p>	<p>vocab through our wordy warm up.</p> <p>We can take part in class discussions about a ‘would you rather question?’</p> <p>Story Exploring sessions every week</p>	<p>vocab through our wordy warm up.</p> <p>We can take part in class discussions about a ‘would you rather question?’</p> <p>Story Exploring sessions every week</p>	
<p>Literacy</p> <p>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.</p> <p>Comprehension Ask questions about the book. Make comments and share their own ideas. Develop play around favourite stories using props.</p> <p>Writing Write some or all of their name. Write some letters accurately.</p>	Texts: ‘The Magic Paintbrush’ and ‘Look up!’ (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
	<p>Word Reading:</p> <p>Phonics: Review of sounds from last term</p>	<p>Word Reading:</p> <p>Phonics: ULS Phase 3 Blending games</p>	<p>Word Reading:</p> <p>Phonics: ULS Phase 3 Blending games</p>	<p>Word Reading:</p> <p>Phonics: ULS Phase 3 Blending games</p>	<p>Word Reading:</p> <p>Phonics: ULS Phase 3 Blending games</p>	<p>Word Reading:</p> <p>Phonics: ULS Phase 3 Blending games</p>	<p>Word Reading:</p> <p>Phonics: ULS Phase 3 Blending Games</p>	
	<p>Comprehension Engage in conversation and increase vocab through wordy warm up</p> <p>Daily story time with snack</p> <p>Wordy warm up before Trust literacy planning</p> <p>The Magic Paintbrush (Linked to Diwali)</p>	<p>Comprehension Engage in conversation and increase vocab through wordy warm up</p> <p>Daily story time with snack</p> <p>Wordy warm up before Trust literacy planning</p> <p>The Magic Paintbrush (Linked to Diwali)</p>	<p>Comprehension Engage in conversation and increase vocab through wordy warm up</p> <p>Daily story time with snack</p> <p>Wordy warm up before Trust literacy planning</p> <p>The Magic Paintbrush (Linked to Diwali)</p>	<p>Comprehension Engage in conversation and increase vocab through wordy warm up</p> <p>Daily story time with snack</p> <p>Wordy warm up before Trust literacy planning</p> <p>Look up!</p>	<p>Comprehension Engage in conversation and increase vocab through wordy warm up</p> <p>Daily story time with snack</p> <p>Wordy warm up before Trust literacy planning</p> <p>Look up!</p>	<p>Comprehension Engage in conversation and increase vocab through wordy warm up</p> <p>Daily story time with snack</p> <p>Wordy warm up before Trust literacy planning</p> <p>Look up!</p> <p>Christmas texts to be shared alongside literacy tree learning</p>	<p>Comprehension Engage in conversation and increase vocab through wordy warm up</p> <p>Daily story time with snack</p> <p>Wordy warm up before Trust literacy planning</p> <p>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.</p>	
	<p>Writing</p> <p>Daily writing linked to: The Magic Paintbrush (Linked to Diwali)</p> <p>Daily name writing until name is secured.</p>	<p>Writing</p> <p>Daily writing linked to: The Magic Paintbrush (Linked to Diwali)</p> <p>Daily name writing until name is secured.</p>	<p>Writing</p> <p>Daily writing linked to: The Magic Paintbrush (Linked to Diwali)</p> <p>Daily name writing until name is secured.</p>	<p>Writing</p> <p>Daily writing linked to: Look up!</p> <p>Daily name writing until name is secured.</p>	<p>Writing</p> <p>Daily writing linked to: Look up!</p> <p>Daily name writing until name is secured.</p>	<p>Writing</p> <p>Daily writing linked to: Look up!</p> <p>Daily name writing until name is secured.</p>	<p>Writing</p> <p>Linked to Christmas activities such as gift list, writing to father Christmas, cards home and practising handwriting.</p>	

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Mathematics 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, 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.	Programmes using to support Maths: Number sense and White Rose Maths							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Next Steps
	Numbers and Numerical Patterns Use white rose maths and Numbersense <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 represent one more and one less	Numbers and Numerical Pattern Use white rose maths and Numbersense <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 represent one more and one less	Numbers and Numerical Pattern Use white rose maths and Numbersense <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> 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	Numbers and Numerical Pattern Use white rose maths and Numbersense <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> 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	Numbers and Numerical Pattern Use white rose maths and Numbersense <u>One More and One Less</u> Count, 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 and rectangles on items within school Build own squares and rectangles	Numbers and Numerical Pattern Use white rose maths and Numbersense <u>One More and One Less</u> Count, 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 and rectangles on items within school Build own squares and rectangles	Numbers and Numerical Pattern Use white rose maths and Numbersense <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	

<p>Understanding the World</p> <p>Past and Present Begin to make sense of their own life story and family's history.</p> <p>People, Culture and Communities. Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p> <p>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.</p>	Programme to support People, culture and Communities: Jigsaw							
	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
	<p>Past and Present, people, culture and community</p> <p>We can explore how Celebrations are celebrated in the past and present by different people</p> <p>Talk about their experiences of their own birthdays. How have they changed as they have gotten older?</p> <p>How did people in the past celebrate their birthdays?</p> <p>Do all people celebrate their birthdays in the same way? Each child to share how they celebrate and compare differences.</p>	<p>Past and Present, people, culture and community</p> <p>We can explain why we celebrate bonfire night and how different people celebrate it</p> <p>Talk about Guy Fawkes – brief history of why we celebrate bonfire night and what happened</p> <p>Look at different ways people celebrate – hotdogs, bonfire, fireworks, making their own guy Fawkes etc.</p> <p>Do the children do anything special on bonfire night?</p>	<p>Past and Present</p> <p>We can explore how Diwali is celebrated today</p> <p>Use BBC teach site on Diwali, share videos and explore how Diwali is celebrated by others.</p> <p>Complete Diwali activities</p>	<p>Past and Present, People, culture and community</p> <p>We can recognise important people that have been to space</p> <p>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?</p>	<p>Past and Present, people, culture and communities</p> <p>We can recognise people have different beliefs</p> <p>Share the story of Hannukah – the Jewish festival of lights. Compare to previous learning of Diwali and their festival of lights.</p>	<p>Past and Present, people, culture and communities</p> <p>We can share different Christmas stories from the difference and recognise how they have changed.</p> <p>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?</p>	<p>Past and Present</p> <p>We can recognise how Christmas used to be celebrated in the past</p> <p>Share images of different christmas's from the past and present – what do the children notice?</p>	
	RE: What is Christmas?							
	The Natural World		The Natural World		The Natural World			
	<p>We can recognise the change in the season to Autumn</p> <p>Recap what the children know about Autumn. What are the signs? Can they use ipads to take pictures of things that show them it is becoming Autumn.</p>		<p>We can understand how a shadow is made and that the sun is a natural source of light.</p> <p>Children to explore with torches and animals and drawing around the animals – what do they notice about shadows if we hold the torch closer or further away?</p> <p>How are shadows made in the natural world?</p> <p>We can name the different planets</p> <p>Show the children the different planets – learn the planet song</p>		<p>We know that light can be created by electricity</p> <p>Show the children the fairy lights on the Christmas tree, where does the power come from, how does it work?</p> <p>Let the children create their own circuits and see how when connected they go on.</p> <p>We can find and sort objects that light passes through.</p> <p>Using our torches and fairy lights can we organise the objects on the tray into whether light can pass through it or not.</p>			

		Youtube – The singing walrus Planets song		
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Expressive Arts and Design Creating with Materials Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a part. Show different emotions in their drawings. Explore colour and colour mixing. Being Imaginative and Expressive Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs.	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Next Steps:
	Being imaginative and Creating with Materials Create Autumn art using silhouettes and autumnal colours	Being imaginative and Creating with Materials Create firework pictures using different materials	Being imaginative and Creating with Materials Create a clay light pot – Diya (Used to celebrate in Diwali)	Being imaginative and Creating with Materials To use our mark making and paint skills to paint the planets for display in the class	Being imaginative and Creating with Materials To make a 3D Representation of a menorah	Being imaginative and Creating with Materials Christmas Craft afternoon Christmas cards for family Christmas Tree Decorations		
	Music Focus Explore nursery rhymes and use song bag to see what children know	Music Focus Explore nursery rhymes and use song bag to see what children know Introduce song of the term from ‘sing up’ – Frosty Weather	Music Focus Explore nursery rhymes and use song bag to see what children know Listen to song of the term from ‘sing up’ – Frosty Weather	Music Focus Children to clap along, tap their legs, dance to the rhythm of nursery songs completing the actions Listen to song of the term from ‘sing up’ – Frosty Weather	Music Focus Children to clap along, tap their legs, dance to the rhythm of nursery songs completing the actions Children to try and sing the song of the term – Frosty Weather	Music Focus Children to try and sing the song of the term – The family song’ Children to add instruments to the song to make music	Music Focus Children to try and sing the song of the term – The family song’ Children to perform song to fox class with their instruments.	