



Reception Medium Term Plan Autumn 2 – Let's Celebrate!



Area of Learning	Possible Activities
Personal, Social and Emotional Development <ul style="list-style-type: none">• Play with one or more other children, extending and elaborating play ideas (3/4)• Talk with others to solve conflicts - teacher or friend (3/4)• Talk about their feelings using words like 'happy' 'sad' 'angry' or 'worried' (3/4)• Begin to understand how others might be feeling (3/4)• See themselves as a valuable individual (Reception)• Build constructive and respectful relationships (Reception)• Show resilience and perseverance in the face of challenge (Reception)• Manage their own needs (Reception)	<ul style="list-style-type: none">• Star of the week• Pupil of the week• Circle time – talking about special times such as birthdays, bonfire night etc.• Games – turn taking• Modelling sharing in the provision
Communication and Language <ul style="list-style-type: none">• Enjoy listening to longer stories and can remember much of what happens (3/4)• Understand a question or instruction that has two parts (3/4)• Can start a conversation with an adult or a friend and continue it for many turns (3/4)• Use talk to organise themselves and their play (3/4)• Learn new vocabulary (Reception)• Ask questions to find out more and to check they understand what has been said to them (Reception)• Articulate their ideas and thoughts in well-formed sentences (Reception)• Describe events in some detail (Reception)• Engage in story times (Reception)• Retell the story, once they have developed a deep familiarity with the text, some exact repetition, some in their own words (Reception)	<ul style="list-style-type: none">• Listening to stories and answering questions• Talking about special events - birthdays• Small world play areas• Role play areas• Vocabulary wall• Favourite Five stories
Physical Development <ul style="list-style-type: none">• Continue to develop their movement, balancing, riding and ball skills (3/4)• Skip, hop, stand on one leg and hold a pose for a game (3/4)• Use large muscle movements to wave flags and streamers, paint and make marks (3/4)• Use one handed tools and equipment e.g snips in paper with scissors (3/4)	<ul style="list-style-type: none">• Funky fingers area – fine motor skills• Outdoors – climbing mound, bikes, large construction to develop large movements• Cutting activities• Hammering golf tees into pumpkins• Tweezers – picking up spiders!• Name writing practise / daily phonics session• Putting on own coat• Weekly PE session• Handwriting – letter join patterns

<ul style="list-style-type: none"> • Use a comfortable grip with good control when holding pens and pencils (3/4) • Be increasingly independent as they dress and undress - putting on coats and doing up zips (3/4) • Make healthy choices about food, drink, activity and tooth brushing (3/4) • Revise and refine movements - rolling, crawling, walking, jumping, climbing (Reception) • Develop their small motor skills so that they can use a range of tools competently, safely and confidently (Reception) • Develop the foundations of a handwriting style (Reception) • Know and talk about factors that support overall health and well-being (Reception) 	
<p>Literacy</p> <ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing e.g writes m for mummy (3/4) • Writes some or all of their name (3/4) • Writes some letters accurately (3/4) • Read individual letters by saying the sounds for them (Reception) • Blend sounds into words, so that they can read short words made up of known letter sounds (Reception) • Read a few common exception words, matched to the schools phonic programme (Reception) • Spell words by identifying the sounds and then writing the sound with letter/s (Reception) 	<ul style="list-style-type: none"> • Sharing stories, 1:1 and in small groups • Daily phonics (RWI) • Regular name writing practise • Writing initial sounds, cvc words • Writing lists – birthday party • Writing for a purpose – invitations, cards • Red words • Pinny Time <p><u>Talk for writing texts</u> The Little Red Hen Kipper's Birthday by Mick Inkpen</p> <p><u>Favourite 5</u> Rosie's Walk by Pat Hutchins Chicken Licken The Odd Egg by Emily Gravett Dear Santa by Rod Campbell Father Christmas by Raymond Briggs One Snowy Night by Nick Butterworth Kipper's Toybox by Mick Inkpen</p>
<p>Mathematics</p> <ul style="list-style-type: none"> • Recite numbers past 5 (3/4) • Show 'finger numbers' up to 7 (3/4) • Experiment with their own symbols and marks as well as numerals (3/4) • Talk about and explore 2D and 3D shapes (3/4) • Make a comparison between objects relating to size, length, weight and capacity (3/4) • Select shapes appropriately when building (3/4) • Combine shapes to make new ones (3/4) • Talk about and identifies the patterns around them (3/4) • Extend and create ABAB patterns - stick, leaf, stick, leaf (3/4) • Notice and correct an error in a repeating pattern (3/4) 	<ul style="list-style-type: none"> • Counting forwards to at least 10 • Number flashcards – ordering, recognition • Numicon • Counting accurately, matching amount to numeral • Ordering objects by length • Making a repeating pattern • Weighing parcels • Sharing food at a birthday party • Ordering pictures from a story • Representing numbers to 5 in different ways • Number blocks episodes • Number of the week activity 4,5 • Subitising to 3

<ul style="list-style-type: none"> Count objects, actions and sounds (Reception) Subitise (Reception) Explore the composition of numbers to 5 (Reception) Continue, copy and create repeating patterns (Reception) 	
Understanding the World <ul style="list-style-type: none"> Begin to make sense of their own life story and family's history (3/4) Talk about members of their immediate family and community (Reception) Recognise that people have different beliefs and celebrate special times in different ways (Reception) Compare and contrast characters from stories, including figures from the past (Reception) 	<ul style="list-style-type: none"> Using an interactive whiteboard / PC Use of iPad with guided access Walk to the post office (Christmas card) News time – family and significant events Wedding Bonfire party – making hot chocolate Story of Guy Fawkes How people celebrate Diwali and Hanukah Comparing toys – baby / now Taking a picture with the camera (on ipad)
Expressive Arts and Design <ul style="list-style-type: none"> Begin to develop complex stories using small world equipment like animal sets, dolls house (3/4) Make imaginative and complex 'small worlds' with blocks and construction kits (3/4) Explore different materials freely, in order to develop their ideas about how to use them and what to make (3/4) Show different emotions in their drawings and paintings, like happiness, sadness etc. (3/4) Remember and sing entire songs (3/4) Play instruments with increasing control to express their feelings and ideas (3/4) 	<ul style="list-style-type: none"> Making Christmas cards Decorations – birthday party / wedding Painting – firework picture Learning Christmas songs Music area – exploring ways to make sounds Weekly Music learning to play instruments, learning new songs Role play (real life experiences – home, shop, doctors)
Enrichment Bonfire Party Walk to Post Office Reception Wedding	Key Vocabulary Celebration Bonfire night Guy Fawkes Diwali Birthday Wedding Christmas Jesus Christian Hindu
Key skills / knowledge (Topic) <ul style="list-style-type: none"> I can tell you about a special time you celebrate I can tell you about a special time someone else might celebrate I know how people celebrate I can re-tell the Christmas story 	

