

### Personal, Emotional & Social Development

- Adapt behaviour to meet the expectations for behaviour in the classroom and when outdoors. **CC**
- Accept that others' needs may need to be met before own and wait patiently for help/to speak or for a turn **CC**
- Come to school happily and support friends to do the same. Support and comfort friends when necessary within the class
- With adult support, resolve differences and conflicts
- What are you proud of? Encourage children to talk about their achievements and link these to Cof EL
- Articulate worries and things that are upsetting us so that we can be supported to find resolution
- Work purposefully, planning and carrying out self-chosen tasks

### Mathematics

- Recognise numerals to 10 and pick out the corresponding numicon piece.
- Count forwards and backwards to 20, order numbers (extend where appropriate) and use counting rhymes and songs
- Begin to form numerals to 10 accurately in adult led activity and as part of continuous provision
- Find 1 more and 1 less than a given number (to 5 initially) and solve problems involving 1 more and less
- Describe and follow instructions to show understanding of positional language (link to owl babies)
- Create and describe repeating patterns, using Christmas patterns and objects (presents, cake)
- Use estimation to describe and sort objects.
- Recognise 3d shapes; cube, cuboid, sphere and cylinder.
- Describe shapes referring to number of sides, corners and classify the different shapes into 2d or 3d.
- Describe and Sequence our day and the differences between night.
- Begin to understand measurements of time – how many jumps can you do in 10 seconds, how many pegs can you put in in 1 minute.

### **Reception Medium Term Plan Autumn 2 2020**

**Bonfire Night (Guy Fawkes - Parliament Week)**  
**Remembrance Day**  
**Night and Day**  
**Christmas**  
Outdoor learning opportunities  
Philosophy for Children/enquiry questions  
CC – Covid Catch Up



### Communication & Language

- Use a range of tenses with growing accuracy when talking **CC**
- Ask and answer questions involving how and why **CC**
- Develop and use vocabulary of night-day, owls, The Gunpowder Plot, Remembrance, Christmas and other class fascinations
- Think and talk about how characters are feeling and routinely use talk to explain and clarify thinking (**P4C -Is it right that mummy owl left her babies? Owl babies, Why did the tiger come for tea and why was he so hungry? The Tiger Who came to Tea, Packing Santa's sleigh – what does he need/not need?**)
- Retell stories and anticipate the ending, create and verbalise own endings using story language. Take stories into own imaginative play
- Use/experience descriptive language in stories – alliteration and onomatopoeia.
- Listen /appropriately when others are talking and demonstrate this by responding
- Follow instructions for class routines, making poppies, Christmas decorations

### Expressive Arts and Designs

- Explore sticking and joining and investigate which resources work better with different materials when using seasonal celebrations as a stimulus and own fascinations
- Use a range of resources - salt painting, powder paints, marble ink and bottle paints when creating artwork
- Explore the sounds of different instruments and select those to use for particular effects (firework music, sleigh music)
- Provide opportunities to use a range of loose parts for adult led artwork (cbeebies youtube video as a stimulus for creating transient poppy art) and independent creating
- Wrap Christmas Parcels – Role Play (**P4C – bag or boxes what would be best to wrap something precious?**)
- Decorate Christmas trees with natural resources
- Use resources to support and encourage role play area (winter wonderland and dark cave)
- Express ideas and experiences in movement – fireworks, night time animals

### Literacy

- Give meaning to mark making made during continuous provision and celebrate success to build confidence **CC**
- Enjoy a range of literature related to class themes and own fascinations
- Use storybook language to retell and recall stories or events.
- Hear, say and write initial sounds in words
- Recognise and form RWI set 1 sounds
- Continue rhyming strings and produce own rhyming vocabulary.
- Read a small bank of 'red words'
- Begin to segment and blend sounds in cvc words for writing and reading
- Those able, begin to read simple sentences
- Continue perfecting letter formation using different materials during continuous provision and in focussed tasks.
- Write own name with correct formation
- Daily opportunities for writing for meaning (within message centre) and celebrate and display success relating to Cof EL

### Understanding the World

- Join in with and understand the significance of customs and celebrations including Remembrance Sunday, Bonfire Night, Christmas and recognise that not everyone follows these.
- Post office trip – to post letters to Santa
- Exploring, observing and recording changes in the weather and season, looking for signs of change in the environment on autumn/winter hunts. Collect and sort materials during hunts and use these to explore and investigate.
- Investigating animals that hibernate and the environments they find/create and understand and explain why they do this
- Explore and find out about nocturnal animals, particularly owls – similarities and differences between owls and other birds. Explain information learnt to others
- Use programs such as 2simple to create computer generated art related to seasonal customs and celebrations
- Explore programming with Code-a-pillar

### Physical Development

- Manage own personal hygiene and needs with continued emphasis on handwashing.
- Dress & undress independently for the outdoor play
- Use tools with control and co-ordinations when raking and sweeping leaves to build bonfire
- Develop gross motor skills on the school field – adventure playground – core stability and balance games
- Use and carry scissors safely
- Continue to develop effective pencil hold and form letters and numbers correctly
- Jump off of objects and landing safely
- Show some understanding of good health: sleep, diet, exercise

### **Child-Led Topics and Activities**

Other topics and activities may be used in response to children's interests. All adult-led topics may be adapted or removed depending on the responses of the children.

### **Mastering the Curriculum**

Core Mathematical and Communication and Language skills will be central to all adult led activities and adult intervention within child initiated exploration and play.

### **Class Theme Related Literature**

Owl babies  
Night monkey, Day Monkey  
Peace at last  
The magical snow garden  
The Tiger who came to tea  
Stick man  
The Jolly Christmas postman  
The Elves and the shoemaker

### **Class Theme related Songs and Rhymes**

Bonfire night is here again (London bridge is falling  
down tune, Twinkle)  
Ten little fireworks sitting in the stand (tune ten  
green bottles)  
Build a bonfire  
I've got peace in my fingers (youtube)  
Christmas songs and rhymes