

## Reception Medium T

Autumn 2 2021

Bonfire Night/Diwali

Remembrance day

Night and Day

Christmas

Outdoor learning opportunities

Sustained Shared Thinking

Key vocabulary

Covid Catch Up



## Mathematics

- Recognise numerals to 5 and pick out the corresponding numicon piece. 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 pgs can you put in in 1 minute.
- Subitising varied items up to 5
- **Sequence, estimate, predict, position, describe, create, recognise, 3d, 2d, time, subitise, shapes, pattern, cuboid, sphere, cylinder, quantity, addition, equal, more, less, symbol, investigate, order, heavy, light, medium, large, small**

## 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 / creating powder paint brushstroke fireworks**
- **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, oral hygiene
- Throwing and catching balls with accuracy
- Kicking and passing with control
- **Safely, accurate, skills, hygiene, carefully, balance**

## 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 focused tasks.
- Write own name with correct formation
- Daily opportunities for writing for meaning
- **Experience, explore, talk, comment, differences, action, props, rhyme, fiction, non-fiction, sentence, words**

## Communication & Language

- **Use a range of tenses with growing accuracy when talking in sentences. 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 (**Is it right that mummy owl left her babies? 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, Diwali decorations
- Use Babblejab, Story Bags and Drawing Club to develop vocabulary, questioning and story-telling skills
- **Opening, character, problem, solution, ending, retell, narrate, describe, alliteration, onomatopoeia.**

## 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 C of 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
- Engage with Jigsaw circle time games and activities sharing thoughts and ideas
- **Special, different, similar, unique, features**

### 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 (**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 (Christmas post office and dark cave)
- Express ideas and experiences in movement – fireworks, night time animals
- Producing Diva lamps to celebrate the festival of light for Diwali
- Create line drawings of owls and other nocturnal animals using pastels
- Following the Charanga music curriculum
- **Decorate, line, shape, join, move, dance, perform, collage, loose parts, print, transient, weaving, artist, sculpt, texture, decorate, tools, chorus, perform, volume, rangoli, pulse, rhythm, pitch**

### Enrichment Activities

- Diwali Festival of Light 4<sup>th</sup> November
- Bonfire Night 5<sup>th</sup> November
- Parliament week: 1<sup>st</sup>-7<sup>th</sup> November
- Remembrance Day 14<sup>th</sup> November
- Children in Need 19<sup>th</sup> November
- Anti-Bullying week 15<sup>th</sup> November
- Post office trip to post Santa letters

### 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.

### Understanding the World

- Join in with and understand the significance of customs and celebrations including Remembrance Sunday, Bonfire Night, Diwali and Christmas recognising 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
- **celebrate, peace, remember, onomatopoeia, parade, nocturnal, diurnal, decorate, festive, Jesus, Guy Fawkes, past, present, customs, Parliament, gun powder, plot, diva lamp, Hinduism, soldier, war, nativity, Christmas, Diwali, different, belief, explore, technology, IPAD, app, simple programme, images, light, dark, Diya lamps, hibernation, predator, energy, safe, store, globe, Earth**

### Class Theme Related Literature

Owl babies  
Night monkey, Day Monkey  
Peace at last  
The Jolly Christmas postman

### Maths Related Literature

Anno's Counting Book

### Drawing club related Literature

The Three Billy Goats Gruff  
What's in the witch's kitchen  
Little Red Riding Hood  
Pirate Pete  
The Gingerbread Man  
The Hairy Toe

### 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

### In Reception we are Ready to Learn as...

**Confident Communicators**  
**Independent Individuals**  
**Fantastic Friends**  
**Amazing Athletes**  
**Talented Tool Users**  
**Brilliant Bookworms**  
**Wow Writers**  
**Masters of Maths**  
**Exceptional Explorers**  
**Compassionate Citizens**  
**Dynamic Designers**  
**Proud Performers**