



## Medium Term Plan – Autumn 2

### Let's Celebrate!

Texts used		
Area of learning	Thresholds Concepts	Revisit throughout the year
Communication and Language	<b>Phonology:</b> Little Wandle Reception Autumn 2	Learn new vocabulary  Use new vocabulary in different contexts



	Phase 2 graphemes	New tricky words
Week 1	ff ll ss j	put* pull* full* as
Week 2	v w x y	and has his her
Week 3	z zz qu words with s /s/ added at the end (hats sits) ch	go no to into
Week 4	sh th ng nk	she push* he of
Week 5	<ul style="list-style-type: none"> <li>words with s /s/ added at the end (hats sits)</li> <li>words ending s /z/ (his) and with s /z/ added at the end (bags)</li> </ul>	we me be

\*The tricky words: 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

### Listening:

Listen in familiar and new situations.  
Engage in stories that are familiar and new with interest and enjoyment.  
Follow instructions or question with 2 parts in familiar situations eg; get your coat and book bag.

### Talking:

Use intonation to make meaning clear to others.  
Start a conversation with peers and familiar adults and continue it for many turns.  
Speech is generally fully intelligible.  
Use simple conjunctions in talk to link thoughts – and, because  
Retell a simple event  
Recognise words that rhyme or sound familiar  
Develop social phrases

### Joining in:

Make relevant comments when listening to a story and can answer 'why' questions.  
Link events in a story to their own experience.

Use new vocabulary throughout the day in discussions and conversations.

Learn new stories, poems and songs.

Continue to listen to and talk about stories to build familiarity and understanding.

Continue to use talk to organise themselves and their play.



	<p>Asks questions to find out more and to check they understand what has been said to them.</p> <p>Respond to others appropriately in play.</p> <p>Engage in story times.</p> <p>Engage in non fiction book.</p>	
Physical Development	<p><b>Strength:</b></p> <p>Revise and refine the fundamental movement skills they have already acquired; rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Dough disco</p> <p>Write Dance</p> <p><b>Gross Motor Skills:</b></p> <p>Complete PE: Dance – ‘Nursery Rhymes’</p> <p>Locomotion – ‘Walking 1’</p> <p>Twice weekly Outdoor Learning Forest sessions – tree climbing, den building, negotiating the forest.</p> <p><b>Fine Motor Skills:</b></p> <p>Clever fingers daily</p>	<p>Continue to develop core muscle strength to achieve a good posture when sitting a table or sitting on the floor.</p> <p>Continue to develop the overall body strength, co ordination, balance and agility needed to engage successfully with future physical education sessions.</p>



Personal, Social and Emotional Development

### Jigsaw Lessons: Celebrating Differences

Acceptance, including others when playing, knowing how to help if someone is being bullied, problem solving, kind words, using compliments

### Becoming me: Mental Health

Know how to show concern for others and show awareness of how their actions may impact on others.

Express their feelings and consider the feelings of others.

### Becoming a friend: Self image and Relationships

Begin to take turns and share resources

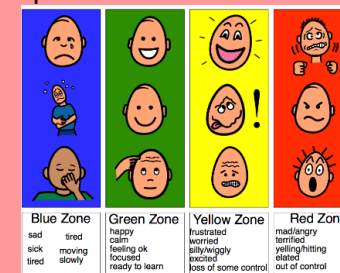
Can usually tolerate delay when needs are not immediately met.

Can talk about what they are doing and why.



Continue developing social skills and developing friendships

Continue to develop skills of using gestures, non verbal communication, facial expressions, body language, appropriate language and vocabulary. To listen to others, speak to peers and adults and engage in discussions in a positive way.

Introduction of Zones of regulation – next 2 zones. Incorporate all 4 zones.





	<p><b>Becoming a citizen: Economic well-being and taking responsibility</b></p> <p>Know areas they would like to play in or resources they would like to use and independently access and tidy away taking care of resources. Know they can ask for help and give help to someone in need – adult or child. Put on and take off jumpers / cardigans, coats independently. Put on and take off shoes and socks independently. Organise themselves and their belongings Go to the toilet when needed, wash hands when needed, use sanitiser when needed.</p>	<div><div><table><tr><th>Yellow Zone</th></tr><tr><td>frustrated</td></tr><tr><td>worried</td></tr><tr><td>silly/wiggly</td></tr><tr><td>excited</td></tr><tr><td>loss of some control</td></tr></table></div><div><table><tr><th>Red Zone</th></tr><tr><td>mad/angry</td></tr><tr><td>terrified</td></tr><tr><td>yelling/hitting</td></tr><tr><td>elated</td></tr><tr><td>out of control</td></tr></table></div></div>	Yellow Zone	frustrated	worried	silly/wiggly	excited	loss of some control	Red Zone	mad/angry	terrified	yelling/hitting	elated	out of control
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Literacy	<p><b>Reading words:</b></p> <p>Read individual letters by saying the sound for them. Blend sounds into words, so they can read short words made up of known letter-sound correspondences. Read a few 'tricky words'. See Little Wandle overview</p> <p><b>Understanding texts:</b></p> <p>Engage in conversation and can answer questions when participating in guided reading sessions using books linked to their phonic ability level. Know how to respond to 'who', 'where', 'what' and 'when' questions linked to texts and illustrations. Link to school 'Reading Toolkit'</p>	<p>Enjoy joining in with rhyme, songs and poems.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read book consistent with their phonic knowledge.</p> <p>Library: Parent and child library sessions after school every Monday. Select a book from the Key Stage 1 library to take home and share with parents.</p>												





	<p>Talk about events, feelings, main characters, where a story is set and recognise links to own life experiences eg; texts about birthdays, set in the forest etc.</p> <p><b>Handwriting:</b>          Knows how to form letters from their name correctly.          Makes marks and drawing using increasing control.          Know there is a sound / symbol relationship.          Begin to form some letters correctly</p> <p><b>Sentence writing and sharing with others:</b>          Begins to write letters and strings, sometimes in clusters like words.          Writing their name – tracing, copying or independent          Helicopter stories – Adults are dictated to by the child. Adult scribes the child's story. Adult repeats each word as they write it. Adults reads the story back to the child once they have finished. Story shared with the class.</p>	<p>Home reading books: Books matched to child's phonic ability sent home to consolidate learning. Changed twice weekly.</p> <p>Guided Reading sessions:          Children read in groups matched by ability. Books read match phonic ability.</p> <p>Develop listening and speaking skills in a range of contexts.</p>
<p>Maths</p>	<p><b>White Rose Maths: It's me 1,2,3!</b></p> <div data-bbox="481 917 2027 1340"> </div>	



	Coverage	Ongoing Guidance
	<b>Representing 1,2,3:</b> Know how to identify representations of 1,2,3. Know how to subitise or count to find out how many. Know how to make their own collections. Know how to match the number names we say to numerals and quantities	Cardinality – know that the final number they say names the quantity of the set. Correspondence – counting different arrangements by touching each object as they count. Graphical representations – encourage own marking to represent 1, 2, 3.
	<b>Comparing 1,2,3:</b> Begin to know that as we count, each number is 1 more than the one before. Begin to know that as we count back, each number is one less than the previous number	Use a range of representations to support understanding. Support children to make comparisons in different contexts as they play.
	<b>Composition of 1,2,3:</b> Begin to know that all numbers are made up of smaller numbers	Explore composition of larger numbers in play.
	<b>Circles and Triangles:</b> Recognise these shapes in everyday items. Know the properties of these shapes – straight sides, curved sides, pointy corners.	Show a variety of different sized circles and triangles in different orientations and with sides of different lengths.
	<b>Positional Language:</b> Begin to use positional language Use simple maps with simple symbols / drawings to represent places they have visited in story books or in real life.	Positional language describes how items are positioned in relation to other items.
	<b>Four:</b> Know how to count on and back to 4. Know how to count or subitise sets of objects up to 4. Know how to match the number names we say to numerals and quantities. Know which sets have more or fewer.	Cardinality – know that the final number they say names the quantity of the set. Correspondence – counting different arrangements by touching each object as they count. Graphical representations – encourage own marking to represent 1, 2, 3, 4



	<b>Five:</b> Know how to represent up to 5 objects on a five frame. Know that if a five frame is full then there are 5.	Link to birthdays as children will soon be 5. Link to number songs and rhymes. Encourage putting objects into a line when counting so there is a clear start and end point.
	<b>One more / 1 less:</b> Begin to the know the link to between counting forwards and the one more pattern and counting backwards and the one less pattern.	Use books and rhymes to support one more one less e.g., gingerbread man, enormous turnip, hungry caterpillar, 5 little ducks, 5 speckled frogs.
	<b>Shapes with 4 sides:</b> Know that squares and rectangles have 4 straight sides and 4 corners Know how to recognise these shapes on everyday items	Show a variety of different sized squares and rectangles in a variety of different sizes and orientations. NOTE: Squares are classed as special rectangles with 4 equal sides.
	<b>Time – Night and Day:</b> Know how to order key events in daily routines. Know language to describe when key events happen e.g., day, night, morning, afternoon, tomorrow, before, after. Begin to know how to measure time in simple ways e.g., counting the number of sleeps to an important event, using timers to measure duration of events	Daily visual timetable Days of the week song daily and days of the week elephants - today is red Wednesday so tomorrow will be yellow Thursday and yesterday was green Tuesday etc.  Link to the countdown to Christmas
Understanding the World:	<b>History:</b> Organises pictures from a story in chronological order. Joins in and talks about familiar festivals and celebrations . Learns about customs and festivals from different faiths. Learn about key historical events – Bonfire night, Remembrance day Know how to use the language of time when talking about past/present.  <b>Geography:</b> Using and creating simple maps linked to maths 'Rosie's walk' and track Santa's journey back to the North Pole. Can interpret a simple map.	





	<p><b>Ecology:</b> Explore the natural world by participating in twice weekly Outdoor learning nature school sessions. Know how to show respect and care for the environment and all living things. Look closely at nature in the school environment. Make bird feeders to look after the birds as the seasons change.</p> <p><b>Design and Technology:</b> Explores through play a variety of construction materials – duplo, building blocks etc.. mastering practical skills. Choosing appropriate tools and joining techniques to make their own stickmen, dens and hedgehog houses.</p> <p><b>Science:</b> Know the environment they live can change through the seasons. Describe what they can see, hear, smell and feel outside. Exploring the natural world using their senses.</p>	
Expressive arts and design	<p><b>Visual Arts;</b> Skill – observational drawings Know how to create closed shapes with continuous lines and begin to use these shapes to represent objects. Recognise and name colours. Experiment with different materials and mediums of printing and mark making – using brushes, rollers, stampers, Experiment with colour mixing Look at artists: Mondrian – link to maths squares and rectangles Fiona Rae – Link to maths circles</p> <p><b>Music:</b> Experiment with different instruments and the sounds they make during child initiated time</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Take part in simple pretend play often based on familiar experiences eg; making dinner</p> <p>Uses available resources to create props or creates imaginary ones to support play.</p> <p>Develop story lines through small world or role play.</p>



	<p>Charanga Songs: (Autumn Term)</p> <p>Pat-a-cake</p> <p>1,2,3,4,5 Once I caught a fish alive</p> <p>This old man</p> <p>Five little ducks</p> <p>Name song</p> <p>Things for fingers</p> <p>Learn and perform songs from Christmas production</p> <p><b>Dancing:</b></p> <p>Can move in a variety of ways – copies movements shown by the teacher during singing and movement sessions.</p> <p>Dance sessions based on Nursery Rhymes linked to Physical Development.</p> <p>Moves in response to different stimuli.</p> <p>Demonstrates emotions through movement / gestures and facial expression.</p> <p><b>Playing and pretending:</b></p> <p>Role play experiences</p> <p>Deconstructed role play</p> <p>Planned role play – Santa’s workshop – developing vocabulary and language.</p>	<p>Participate in the Key Stage 1 Christmas production</p>
RE	<p><b>Big Question: Why do Christians perform Nativity plays at Christmas?</b></p> <p>Children will be able to recall the Nativity story as we learn all about this important Christian festival.</p>	<p>Daily Worship</p> <p>Link Bible Stories to our school values:</p> <p>Respect</p> <p>Community</p> <p>Resilience</p>