

Reception - Ourselves & People Who Help Us - Medium Term Planning- Autumn 1 (2024/25)

Week	PSED	Communication and Language	Physical Development	Literacy	Phonics	Mathematics	Understanding of the World	Expressive Arts and Design	Forest School	CoETL
1 02.09.24	Circle time-chn to introduce themselves to each other and say something about themselves.	Sing a large repertoire of songs (3-4yr olds) Listen carefully to rhymes and songs, paying attention to how they sounds (Reception) Learn rhymes, poems and songs (Reception)	Use one-handed tools and equipment, for example, making snips in paper with scissors (3-4yr olds) Develop their small motor skills so that they can use a	Make marks on their picture to stand for their name (Birth-3yrs olds) Write some or all their name (3-4yr olds) Challenge: Spell words by identifying the sounds and then writing the sounds with letter/s (Reception) Chn to draw a picture of themselves and write their name. Challenge: Draw and write names of family members.	Develop their phonological awareness, so that they can: -recognise words with the same initial sound, such as money and mother (3-4yr olds). Letters and Sounds and Bug Clun Phonics. Phase 1, aspect 7 recap. Oral blending and segmenting of the sounds s a t p i n Tuning into sounds	*Phase 1- Match* Develop fast recognition of up to 3 objects, without having to count them individually (subitising) (3-4yr olds) Say one number for each item in order: 1, 2, 3, 4, 5 (3-4yr olds) Challenge: Recite numbers past 5 (3-4yr olds) Watch Numberblocks- https://www.bbc.co.uk/iplayer/episode/b08cr24d/numberblocks-series-1-how-to-count Show chn a set number of objects. Chn to match and get the same. Ask key questions- https://wrm-13b48.kxcdn.com/wp-content/uploads/2021/02/P-hase-1-Just-like-me.pdf Challenge: Count the objects beyond 5 as they match.	3-day week.	Explore colour and colour-mixing (3-4yr olds) Explore, use and refine a variety of artistic effects to express their ideas and feelings (Reception) Colour mixing and handprints.	3-day week.	Creating and Thinking Critically- Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup. Home Corner role play area.

**Sing
nursery
rhymes**

range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons (Reception)
Cut out handprint.

*** Phase 1- Match***

Develop fast recognition of up to 3 objects, without having to count them individually (subitising) (3-4yr olds)

Say one number for each item in order: 1, 2, 3, 4, 5 (3-4yr olds)

Challenge: Recite numbers past 5 (3-4yr olds)

Matching pairs game with numerals up to 5.

Challenge: Count the objects beyond 5 as they match.

<p>2 09.09.24</p>	<p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried.' (3-4yr olds) Begin to understand how others might be feeling (3-4yr olds) Identify and moderate their own</p>	<p>Enjoy listening to longer stories and can remember much of what happens (3-4yr olds) Engage in story times (Reception) Story time.</p>	<p>Be increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying their hands thoroughly. (3-4yr olds) Know and talk about the difference</p>	<p>Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds) Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3-4yr olds) Write some letters accurately (3-4yr olds) Spell words by identifying the sounds and then writing the sounds with letter/s (Reception) Draw toys/things that are important/special to them. Challenge: Write initial Add some marks to their drawing, which they give meaning to. For example: "That</p>	<p>Develop their phonological awareness, so that they can: -recognise words with the same initial sound, such as money and mother (3-4yr olds) Letters and Sounds and Bug Club Phonics. Phase 1, aspect 7 recap. Oral blending and segmenting of the sounds s a t p i n LS-Listening and remembering sounds (Monday and Tuesday AM) LS-Say the sounds (Wednesday and Thursday AM) Recap of phase 1</p>	<p>* Phase 1- Match* Develop fast recognition of up to 3 objects, without having to count them individually (subitising) (3-4yr olds) Say one number for each item in order: 1, 2, 3, 4, 5 (3-4yr olds) Recite numbers past 5 (3-4yr olds) Challenge: Subitise (Reception) Watch Numberblocks- https://www.bbc.co.uk/iplayer/episode/b08dnnngm/numberblocks-series-1-stampolines Find matching pairs with subitise cards. What number does that card represent? Chn to count or subitise. Challenge: Subitise up to 5.</p>	<p>*See forest school activity.*</p>	<p>Listen with increased attention to sounds (3-4yr olds) Explore and engage in music making and dance, performing solo or in groups (Reception) Explore body percussion, such as clapping their hands, stampin</p>	<p>*Understanding the World objective and activity* Use all their senses in hands-on exploration of natural materials (3-4yr olds) Begin to understand the need to respect and care for the natural environment and</p>	<p>Creating and thinking critically – take part in simple pretend play. For example, children may use objects such as a sponge to pretend to wash the dishes or 'drink' from a cup. Home corner, role play area.</p>
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	<p>feelings socially and emotionally (Reception) Express their feelings and consider the feelings of others (Reception) Show children different emotions on faces. How are they feeling? When have</p>		<p>Factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time'</p>	<p>says mummy." (Birth-3yr olds) Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3-4yr olds) Write some letters accurately (3-4yr olds) Spell words by identifying the sounds and then writing the sounds with letter/s (Reception) Label parts of the body using initial sounds Challenge: To write CVC words</p>		<p>* Phase 1- Match*</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually (subitising) (3-4yr olds)</p> <p>Say one number for each item in order: 1, 2, 3, 4, 5 (3-4yr olds)</p> <p>Recite numbers past 5 (3-4yr olds)</p> <p>Challenge: Subitise (Reception)</p> <p>Watch Numberblocks- https://www.bbc.co.uk/iplayer/episode/b08dnngm/numberblocks-series-1-stampolines</p> <p>Find matching pairs with subitise cards. What number does that card represent? Children to count or subitise.</p>		<p>g their feet and patting their legs.</p>	<p>living things (3-4yr olds) Explore the natural world around them (Reception) Explore the FS area and discuss rules and expectations.</p>	
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	<p>you felt like this? How do you feel now?</p>		<p>- having a good sleep routine -being a safe pedestrian (Reception) Demonstrate how and why to wash our hands properly. Chn to have a go.</p>			<p>Challenge: Subitise up to 5.</p> <p>* Phase 1- Sort*</p> <p>Compare sizes, weights etc. Using gesture and language- 'bigger/little/smaller,' 'high/low', 'tall', 'heavy'. (Birth- 3 yr olds)</p> <p>Make comparison between objects relating to size, length, weight and capacity (3-4 yr olds)</p> <p>Challenge: Compare length, weight and capacity (Reception)</p> <p>Chn to sort different objects into groups given by adult or to sort into their own groups without prompt</p> <p>Challenge: To identify the odd one out in a group.</p>				
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* Phase 1- Sort*

Develop fast recognition of up to 3 objects, without having to count them individually (subitising) (3-4yr olds)

Say one number for each item in order: 1, 2, 3, 4, 5 (3-4yr olds)

Challenge: Select, rotate and manipulate shapes to develop spatial reasoning skills

(Reception)

Children to sort compare bears and shapes. Count to make sure there are the same number in each group.

Challenge: To identify the odd one out in a group.

<p>3</p> <p>16.1</p> <p>1.24</p>	<p>Develop a sense of responsibility and membership of a community (3-4yr olds)</p> <p>Build constructive and respectful (Reception)</p> <p>Walk around school OR Crave</p>	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story (3-4yr olds)</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words (Reception)</p>	<p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm (3-4yr olds) Revise and refine the fundamental</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> -print has meaning -print can have different purposes -the names of the different parts of a book -page sequencing (3-4yr olds) <p>Engage in extended conversations about stories, learning new vocabulary (3-4yr olds)</p> <p>Challenge: Read sounds into words, so that they can read short words made up of known letter-sound correspondences (Reception)</p>	<p>Read individual letters by saying the sounds for them (Reception)</p> <p>Letters and Sounds and Bug Club Phonics. Phase 2, week 1. Teach set 1 letters- s a t p</p> <p>Briefly practise oral blending and segmentation.</p>	<p>* Phase 1- Compare Amounts*</p> <p>Compare amounts saying 'lots', 'more' or 'same'. (Birth- 3 yr olds)</p> <p>Compare quantities using language: 'more than', 'fewer than'. (3-4yr olds)</p> <p>Challenge: Understand the 'one more than/one less than' relationship between consecutive numbers. (Reception)</p> <p>Place two sets of objects on two 5 frames. Chn to compare sets.</p> <p>Challenge: With the sets of objects chn to identify one more/less of each group.</p> <p>* Phase 1- Compare Amounts*</p>	<p>Continue to develop positive attitudes about the difference between people (3-4yr olds)</p> <p>Draw information from a simple map (Reception)</p> <p>Draw basic map of Craven Arms and features</p>	<p>Play instruments with increasing control to express their feelings and ideas (3-4yr olds)</p> <p>Explore and engage in music making and dance, performing solo or in groups (Reception)</p>	<p>*Expressive Arts and Design*</p> <p>Develop their own ideas and then decide which materials to use to express them (3-4yr olds)</p> <p>Explore different materials freely, in order to develop their</p>	<p>Active Learning- Participate in routines, such as going to their cot or mat when they want to sleep</p> <p>Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set, or get their coat when the door to outdoor area opens</p> <p>Morning timetable. Chn to sequence own timetable during CIL.</p> <p>Playing and exploring- Bring their own interest that they have been previously taught.</p>

	<p>n Arms.</p>	<p>n)Act out 'Funny Bones'story map .</p>	<p>movement skills they have already acquired:</p> <ul style="list-style-type: none"> - rolling - crawling - walking - jumping - running - hopping 	<p>Read 'Funny bones to chn and talk about concepts of print.</p> <p>Challenge: chn to read key cvc words linked to the story</p> <p>Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds)</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3-4yr olds)</p> <p>Write some letters accurately (3-4yr olds)</p> <p>Spell words by identifying the sounds and then writing the</p>		<p>Compare sizes, weights etc. Using gesture and language- 'bigger/little/smaller,' 'high/low', 'tall', 'heavy'. (Birth- 3 yr olds)</p> <p>Make comparison between objects relating to size, length, weight and capacity (3-4 yr olds)</p> <p>Challenge: Compare length, weight and capacity (Reception)</p> <p>Read 'Squash and a Squeeze.' Chn to retell the story using small world props. Chn to describe how the house feels as the story progresses.</p> <p>Challenge: To use appropriate language.</p>	<p>. Discuss and link to where chn live. Chn to draw their house/simple map.</p>	<p>Explore and represent different feelings using instruments. Talk about their chosen feelings and why they have used those sounds to represent.</p>	<p>ideas about how to use them and what to make (3-4yr olds)</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them (Reception)</p> <p>Self portraits using paper,</p>	<p>Wet sand and gravel. Provide chn with buckets, spades. Can they move sand from one container to another?</p>
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			<p>- skipping g</p> <p>- climbing ng (Reception)</p> <p>Play 'Follow Leader' game with action cards. Other children to copy and do.</p>	<p>sounds with letter/s (Reception)</p> <p>Draw pictures of character from Funny Bones and write initial sound Challenge: Write CVC words</p> <p>Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds)</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3-4yr olds)</p> <p>Write some letters accurately (3-4yr olds)</p>					<p>pens and natural materials found in the FS area.</p>	
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				<p>Challenge: Spell words by identifying the sounds and then writing the sounds with letter/s (Reception)</p> <p>Funny Bones speech bubbles</p> <p>Challenge: Write words</p>						
<p>4</p> <p>23.09.24</p>	<p>Show more confidence in new social situations (3-4yr olds) See themselves as a valuable individual (Reception) Speak in</p>	<p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions (3-4yrs old)</p> <p>Articulate their ideas and thoughts</p>	<p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm</p>	<p>*Reception Baseline Assessments*</p> <p>*Speech and Language Assessments*</p>	<p>Read individual letters by saying the sounds for them (Reception)</p> <p>Letters and Sounds and Bug Club Phonics. Phase 2, week 1. Teach set 1 letters- s a t p</p> <p>Briefly practise oral blending and segmentation</p>	<p>*Reception Baseline Assessments*</p> <p>*Speech and Language Assessments*</p>	<p>Begin to make sense of their own life-story and family's history (3-4yr olds)</p> <p>Comment on images of familiar situations to the past</p>	<p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs (3-4yr olds)</p> <p>Listen attentively, move to and talk about</p>	<p>Create closed shapes with continuous line and begin to use these shapes to represent objects (3-4yr olds)</p> <p>Create collaboratively sharing</p>	<p>Playing and Exploring-Make independent choices. Do things independently that they have been previously taught</p> <p>Self-portraits using paper plates and creative resources.</p> <p>Active Learning-Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into a slot, they try</p>

	front of group and tell others something they are good at.	in well-formed sentences (Reception)'Guess who game.' In turns chn to stand in front of the class. Chn to explain answers.	m (3-4 yr olds) Progress towards a more fluent style of moving, with developing control and grace (Reception) Cosmic Kids Yoga				(Reception) Chn to bring in old and recent photographs of special family events and family members. Discuss differences.	music, expressing their feelings and responses (Reception) Sing 'head, shoulders, knees and toes' with actions.	ideas, resources and skills (Reception) Use natural materials to make a model/picture of their homes.	another piece to see if it will fit. Tweezers and marble putting into different containers, ice cube trays, tees.
5 30.0 9.24	Select and use activities and resources, with	Develop their communication, but may continue to have problems	Continue to develop their movement, balancing,	Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds) Use some of their print and letter	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences (Reception)	* Phase 1- Compare size, mass and capacity* Compare sizes, weights etc. Using gesture and language- 'bigger/little/smaller,'	Show interest in differed occupations (3-4	Take part in simple pretend play, using an object to	*Expressive Arts and Design* Develop their	Active Learning- Review their progress as they try to achieve a goal. Check how well they are doing

	<p>help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them (3-4 yr olds)</p> <p>Show resilience and perseverance in the face of challenge</p>	<p>with irregular tenses and plurals, such as 'runned' for 'ran,' 'swimmed' for 'swam.' (3-4 yr olds)</p> <p>Connect one idea or action using a range of connectives (Reception) Show photos 'people who help us.' Discuss what they do. Have they ever been helped by</p>	<p>riding (scooter, trikes and bikes) and ball skills (3-4yr olds)</p> <p>Further develop and refine a range of balls skills including: throwing, catching, kicking, passing, batting, and</p>	<p>knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3-4yr olds)</p> <p>Write some letters accurately (3-4yr olds)</p> <p>Spell words by identifying the sounds and then writing the sounds with letter/s (Reception)</p> <p>Draw pictures of people who help us and write initial sounds</p> <p>Challenge: To label people words</p> <p>Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds)</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a</p>	<p>Letters and Sounds and Bug Clun Phonics. Phase 2, week 2.</p> <p>Teach set 2 letters- i n m d</p> <p>Briefly practise oral blending and segmentation.</p> <p>Begin to read words with letters learnt so far.</p> <p>High frequency words- is it</p>	<p>'high/low', 'tall', 'heavy'. (Birth- 3 yr olds)</p> <p>Make comparison between objects relating to size, length, weight and capacity (3-4 yr olds)</p> <p>Challenge: Compare length, weight and capacity (Reception)</p> <p>Read "Dear Zoo' and discuss the different sizes of the boxes and the animals. Have a collection of different sized boxes and laminated zoo animals. Which animals should go in which box and why?</p> <p>Challenge: To use appropriate language</p> <p>* Phase 1- Measure and patterns*</p> <p>Compare sizes, weights etc. Using gesture and language- 'bigger/little/smaller,'</p>	<p>year olds).</p> <p>Talk about members of their immediate family and community (Reception).</p> <p>Name and describe people who are familiar to them (Reception).</p> <p>Look at pictures on Purple Mash and discuss roles of</p>	<p>represent something else even though they are not similar (3-4yr olds)</p> <p>Develop storylines in their pretend play (Reception)</p> <p>Play in new 'Dentist' role play area.</p>	<p>own ideas and then decide which materials to use to express them (3-4yr olds)</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make (3-4yr olds)</p>	<p>Puzzles</p> <p>Active Learning- Use a range of strategies to reach a goal they have set themselves</p> <p>Who can make the tallest tower? Can you have a choice of construction resources to use</p>
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	<p>(reception)</p> <p>Pictures of 'people who help us' cut up into puzzles. Chn to work together to complete.</p>	<p>one of them?</p>	<p>aiming (Reception)</p> <p>Throwing and catching equipment.</p>	<p>pretend shopping list that starts at the top of the page; write 'm' for mummy (3-4yr olds)</p> <p>Write some letters accurately (3-4yr olds)</p> <p>Spell words by identifying the sounds and then writing the sounds with letter/s (Reception)</p> <p>Draw one 'people who help us' and their equipment that they use/have. Write initial sounds.</p> <p>Challenge: Write words</p>		<p>'high/low', 'tall', 'heavy'. (Birth- 3 yr olds)</p> <p>Make comparison between objects relating to size, length, weight and capacity (3-4 yr olds)</p> <p>Challenge: Compare length, weight and capacity (Reception)</p> <p>Chn to have play dough and make different sized balls. Which is bigger/smaller? Can you make a bigger/smaller one than that ball?</p> <p>Challenge: Chn to measure play dough balls using the balance scales. Can you get the scales to balance?</p> <p>* Phase 1- Measure and patterns*</p>	<p>'people who help us.'</p>	<p>Return to and build on their previous learning , refining ideas and developing their ability to represent them (Reception).</p> <p>Bracelets using masking tape and natural materials.</p>	
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						<p>Extend and create ABAB patterns – stick, leaf, stick, leaf (3-4 yr olds)</p> <p>Notice and correct an error in a repeating pattern</p> <p>(3-4 yr olds)</p> <p>Challenge: Continue, copy and create repeating patterns (Reception)</p> <p>Use actions to continue a AB pattern. Clap hands, pat knees, clap hands etc.</p> <p>Challenge: Chn to correct a mistake in a AB pattern.</p>				
6 07.1 0.24	Become more outgoing	Understand 'why' questions, like:	Be increasingly independent	Understand the five key concepts about print:	Blend sounds into words, so that they can read short words made up of known	*Phase 1- Measure and patterns*	Show interest in different	Explore different material	*Physical Development	Playing and Exploring- Reach for and accept objects. Make

<p>ng with unfamiliar people, in the safe context of their setting (3-4yr olds)</p> <p>Build constructive and respectful relationships (Reception)</p> <p>'People who help us' Nurse talk. Be confident,</p>	<p>"Why do you think the caterpillar got so fat?"</p> <p>(3-4yr olds)</p> <p>Understand how to listen carefully and why listening is important (Reception)</p> <p>Learn new vocabulary (Reception)</p> <p>'People who help us' visitor in school to talk about</p>	<p>ndent in meeting their own needs, e.g brushing teeth, using the toilet, washing and drying their hands thoroughly (3-4yr olds)</p> <p>Make healthy choices about food, drink, activity and toothb</p>	<p>-print has meaning</p> <p>-print can have different purposes</p> <p>-the names of the different parts of a book</p> <p>-page sequencing (3-4yr olds)</p> <p>Engage in extended conversations about stories, learning new vocabulary (3-4yr olds)</p> <p>Challenge: Read sounds into words, so that they can read short words made up of known letter-sound correspondences (Reception)</p> <p>Read Charlie the Firefighter story to children and look through key features of a story.</p>	<p>letter-sound correspondences (Reception)</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words (Reception)</p> <p>Letters and Sounds and Bug Clun Phonics. Phase 2, week 3. Teach set 2 letters- g o c k</p> <p>Briefly practise oral blending and segmentation. Read words with letters learnt so far and begin to read captions. Oral segmentation for spelling.</p> <p>High frequency words – and</p>	<p>Extend and create ABAB patterns – stick, leaf, stick, leaf (3-4 yr olds)</p> <p>Notice and correct an error in a repeating pattern (3-4 yr olds)</p> <p>Continue, copy and create repeating patterns (Reception)</p> <p>Watch Numberblocks- https://www.bbc.co.uk/iplay/episode/b0bp2t8d/numberblocks-series-3-pattern-palace</p> <p>Chn to continue a repeating AB pattern using coloured blocks</p> <p>Challenge: Chn to create their own repeating AB pattern</p> <p>*Phase 2- Representing 1, 2, 3* Link numerals and amounts: for example, showing the right number of objects to match the</p>	<p>t occupations (3-4yr olds)</p> <p>Talk about members of their immediate family and community (Reception)</p> <p>Name and describe people who are familiar to them (Reception)</p> <p>Thinking about 'people who help us'</p>	<p>s freely, in order to develop their ideas about how to use them and what to make (3-4yr olds)</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p>	<p>activity*</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors (3-4yr olds)</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggest</p>	<p>choices and explore different resources and materials</p> <p>Loose parts</p> <p>Creating and thinking critically- Know more, so feel confident about coming up with their own ideas.</p> <p>Make more links between those ideas.</p> <p>Pictures of different uniforms and objects. Match together. Which 'person who helps us' do they belong to?</p>
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	good behaviour and speak to the visitor with confidence.	their job role.	<p>rushing (3-4yr olds)</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> - regular physical activity - healthy 	<p>Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds)</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3-4yr olds)</p> <p>Write some letters accurately (3-4yr olds)</p> <p>Challenge: Spell words by identifying the sounds and then writing the sounds with letter/s (Reception)</p> <p>Picture linked to the fireman visit. Chn to recount and write</p>		<p>numeral, up to 5 (3-4 yr olds)</p> <p>Experiment with their own symbols and marks as well as numerals (3-4 yr olds)</p> <p>Challenge: Count objects, actions and sounds (Reception)</p> <p>Read- One Bear At Bedtime by Mick Inkpen. Chn to draw 1, 2, 3 objects to represent what they might take to bed.</p> <p>Challenge: Count how many objects they have drawn altogether.</p> <p>Phase 2- Representing 1, 2, 3*</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 (3-4 yr olds)</p> <p>Experiment with their own symbols and marks as well as numerals (3-4 yr olds)</p>	and their jobs. What other jobs are there?	(Reception) Make 'someone who helps us out of playdough)	<p>ed tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons (Reception)</p> <p><i>Painting the trees with mud.</i></p>	
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			<p>eating</p> <p>- toothbrushing</p> <p>- sensible amounts of 'screen time'</p> <p>- having a good sleep routine</p> <p>- being a safe pedestrian</p> <p>(Reception)</p> <p>Talk about</p>	<p>initial sounds for words.</p> <p>Challenge: children to write words.</p>		<p>Count objects, actions and sounds (Reception)</p> <p>Challenge: Subitise (Reception)</p> <p>Piece of paper divided into 3. Children to place objects/draw to represent each number in a variety of ways.</p> <p>Challenge: Children to subitise with objects up to 3.</p>				
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			different ways to keep healthy.							
7 14.1 0.24	Build constructive and respectful relationships (Reception). Make a thank you card to give to the local dentist for looking after our teeth.	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" (3-4-year-olds). Understand how to listen carefully and why listening is important (Reception). Learn new vocabulary.	*See forest school activity.*	Add some marks to their drawings, which they give meaning to. For example: "That says mummy." (Birth – 3 years old). Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. (3-4 year olds). Write some letters accurately (3-4 year olds). Challenge: Spell words by identifying the	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. (Reception). Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. (Reception). Letters and Sounds Bug Club Phonics. Phase 2, week 3. Teach set 2 letters – g, o, c, k. Briefly practice oral blending and segmentation. Read	*Phase 2- It's me, 1, 2, 3* Compare amounts, saying 'lots', 'more' or 'same' (Birth-3 yr olds) Compare quantities using language: 'more than', 'fewer than' (3-4 yr olds) Challenge: Compare numbers (Reception) Watch Numberblocks- https://www.bbc.co.uk/iplayer/episode/b08bzgxx/numberblocks-series-1-three Use everyday objects for children to compare. Set out 4 groups with 1-3 objects in each. Which has more? Which has fewer? Can you find two sets with the same amount?	Show interest in different occupations (3-4 year olds). Compare and contrast characters from stories, including figures from the past. (Reception). Learn about	Explore different materials freely, in order to develop their ideas about how to use them and what to make (3-4 year olds). Return to and build on their previous	*Physical Development Activity* Show a preference for a dominant hand (3-4 year olds). Use one-handed tools and equipment, for example, making	Playing and Exploring- Reach for and accept objects. Make choices and explore different resources and materials Loose parts Creating and thinking critically- Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. Pictures of different uniforms

		<p>(Reception). 'People Who Help Us' video, talking about what a firefighter does. - https://www.youtube.com/watch?v=d9RQDZEmf4I</p>	<p>sounds and then writing the sounds with letter/s (Reception).</p> <p>Tuesday:</p> <p>Watch short firefighter clip - https://www.youtube.com/watch?v=syWonYeJOQU</p> <p>Children to draw a picture and describe how a fire is put out. Children to write initial sounds.</p> <p>Challenge: Children to write words.</p> <p>Thursday:</p> <p>Understand the five key concepts about print:</p>	<p>words with letters learnt so far and begin to read captions. Oral segmentation for spelling.</p> <p>High frequency words – and.</p>	<p>Challenge: Add one more/take one less. Which has more and fewer now? How do you know?</p> <p>* Phase 2- It's me, 1, 2, 3*</p> <p>Compare amounts, saying 'lots', 'more' or 'same' (Birth-3 yr olds)</p> <p>Compare quantities using language: 'more than', 'fewer than' (3-4 yr olds)</p> <p>Challenge: Compare numbers (Reception)</p> <p>Watch Numerblocks- https://www.bbc.co.uk/iplayer/episode/b08bzh11/numberblocks-series-1-one-two-three</p> <p>With numeral/subitise cards. Chn to pick a card. Count/subitise how many. Which number card has more/fewer dots? Find a card with the same number of dots. Can you put these</p>	<p>Florence Nightingale and what she did to help people.</p>	<p>learning , refining ideas and developing their ability to represent them (Reception).</p> <p>Make 'someone who helps us' out of playdough'.</p>	<p>snips in paper with scissors (3-4 year olds).</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors,</p>	<p>and objects. Match together. Which 'person who helps us' do they belong to?</p>
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- print has meaning.
- the names of the different parts of a book
- print can have different purposes
- page sequencing
- we read English text from left to right and from top to bottom (3-4 year olds).

Engage in extended conversations about stories, learning new vocabulary (3-4 year olds).

Challenge: Read sounds into words, so that they can read short words made up

cards in order? What would come next?

knives, forks and spoons. (Reception).

Tap-a-shape hammer, boards, pins, and leaves to pin onto the boards.

				<p>of known letter-sound correspondences (Reception).</p> <p>Read 'Charlie the firefighter' to children.</p> <p>Challenge: To read CVC words links to the story/firefighters.</p>						
<p>8</p> <p>21.1</p> <p>0.24</p>	<p>Increasingly follow rules, understanding why they are important (3-4 year olds).</p> <p>Do not always need an adult to remind</p>	<p>Sing a large repertoire of songs (3-4 year olds).</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound (Reception).</p>	<p>Continue to develop their movement, balancing, riding (scooter, trikes, and bikes), and ball skills (3-4-year-olds).</p>	<p>Add some marks to their drawing, which they give meaning to. For example: "That says mummy". (Birth-3 years).</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3-4-year-olds).</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences (Reception).</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. (Reception).</p> <p>Letters and sounds Bug Club Phonics. Phase 2, week 3.</p>	<p>*Phase 2- It's me 1, 2, 3*</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). (3 and 4 yr olds)</p> <p>Explore the composition of numbers to 10 (3) (Reception)</p> <p>Challenge: Explore the composition of numbers to 10 (5) (Reception)</p> <p>Have 3 double sided counters. Hide them in hand and drop them. How many yellow/how many red. Can</p>	<p>Show interest in different occupations (3-4 year olds).</p> <p>Talk about members of their immediate family and community</p>	<p>Join different materials and explore different textures (3-4-year-olds).</p> <p>Create collaboratively sharing ideas, resources, and skills</p>	<p>*Communication & Language Activity.*</p> <p>Can start a conversation with an adult or a friend and continue it for many turns (3-4-</p>	<p>Playing and Exploring- Respond to new experiences that you bring to their attention. Cleaning toys using sponges, brushes, cloths.</p> <p>Active Learning- Keep on trying when things are difficult. Using tools correctly when playing with the tap-a-shape.</p>

	<p>d them of a rule (3-4 year olds).</p> <p>Manage their own needs (Reception).</p> <p>Children are to wash their hands before break time.</p>	<p>Learn rhymes, poems, and songs (Reception).</p> <p>Sing nursery rhymes.</p>	<p>Combine different movements with ease and fluency (Reception).</p> <p>Obstacle course with a range of equipment.</p>	<p>Write some letters accurately (3-4-year-olds).</p> <p>Challenge: Spell words by identifying the sounds and then writing the sounds with letter/s (Reception).</p> <p>'Charlie and the firefighter' picture. Children are to describe what is happening and write initial sounds.</p> <p>Challenge: write words.</p> <p>Add some marks to their drawing, which they give meaning to. For example: "That says mummy". (Birth-3 years).</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list</p>	<p>Teach set 2 letters – g, o, c, k.</p> <p>Briefly practise oral blending and segmentation.</p> <p>Read words with letters learnt so far and begin to read captions. Oral and letter segmentation for spelling.</p> <p>High frequency words – 'and'</p>	<p>you get all red and then all yellow.</p> <p>Challenge: Compose numbers 4 and 5 in different ways</p> <p>*Phase 2- It's me, 1, 2, 3*</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). (3 and 4 yr olds)</p> <p>Explore the composition of numbers to 10 (3) (Reception)</p> <p>Challenge: Explore the composition of numbers to 10 (5) (Reception)</p> <p>Use numicon to make 3 in different ways,</p>	<p>(Reception).</p> <p>Talk about what their family members do for their job. What different jobs are there?</p>	<p>(Reception).</p> <p>Outline of person 'people who help us'. Children are to work together in small groups and use different glues and tape to add different materials to represent.</p>	<p>year-olds).</p> <p>Describe events in some detail (Reception).</p> <p>Make bird feed and talk about what we are doing.</p>	
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				<p>that starts at the top of the page; write 'm' for mummy (3–4-year-olds).</p> <p>Write some letters accurately (3–4-year-olds).</p> <p>Challenge: Spell words by identifying the sounds and then writing the sounds with letter/s (Reception).</p> <p>'Charlie the firefighter' speech bubbles.</p> <p>Challenge: Write words.</p>						
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Reception - Autumn Celebrations - Medium Term Planning- Autumn 2 (2024/25)

Week	PSED	Communication and Language	Physical Development	Literacy	Phonics	Mathematics	Understanding of the World	Expressive Arts and Design	Forest School	CoETL
1 04.1 0.24	Talk with others to solve conflicts (3 and 4yr olds) Linked to Guy Fawkes how can we sort out problems or times when people don't do	Learn new vocabulary (Reception) Read Guy Fawkes story to chn.	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical	Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds) Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3 and 4yr olds)	Blend sounds into words, so that they can read short words made up of known letter-sound correspondence s (Reception) Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few	Phase 2- Circles and triangles* Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. (3 and 4yr olds) Challenge: Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can (Reception)	Compare and contrast characters from stories, including figures from the past (Reception) Discuss Guy Fawkes	Remember and sing entire songs (3 and 4yr olds) Learn and sing 'Remember, remember the 5 th of November'	Explore how things work (3 and 4 yr olds) Chn to make the houses of parliament out of sticks. Use vinegar and	Creating and Thinking Critically- Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.

	the right thing		<p>education sessions and other physical disciplines including dance, gymnastics, sport and swimming (Reception)</p> <p>Fun games</p>	<p>Write some letters accurately (3 and 4yr olds)</p> <p>Challenge: Spell words by identifying the sounds and then writing the sounds with letter/s (Reception)</p> <p>Guy Fawkes wanted poster</p>	<p>exception words (Reception)</p> <p>Letters and Sounds and Bug Clun Phonics. Phase 2, week 3. Teach set 2 letters- g o c k</p> <p>Briefly practise oral blending and segmentation</p> <p>Read words with letters learnt so far and begin to read captions. Oral and letter segmentation for spelling.</p> <p>High frequency words- and</p>	<p>Give children a range of different triangles and circles. What are they? How do you know? Talk about the shapes using appropriate language. Challenge: To find circle and triangles in shape pictures.</p> <p>*Phase 2- Circles and triangles*</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. (3 and 4yr olds)</p> <p>Challenge: Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can (Reception)</p> <p>Shape hunt around the school.</p> <p>Challenge: To find circle and triangles within other shapes in the school.</p>			<p>barb to make an explosion in the building.</p> <p>Active Learning- Keep on trying when things are difficult.</p> <p>Chn to set up the water guttering to transport water from one end to the other.</p>	<p>Indoor and outdoor role play areas to be set up.</p>
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						<p>*Phase 2- Spatial Awareness*</p> <p>Understand position through words alone – for example, “The bag is under the table,” – with no pointing (3 and 4yr olds)</p> <p>Challenge: Discuss routes and locations, using words like ‘in front of’ and ‘behind’ (3 and 4yr olds)</p> <p>Children to follow positional instructions and put teddy in correct place.</p> <p>Challenge: Children to tell a peer where to put teddy using positional language and other children to follow.</p>				
2 11.1 1.24	Express their feelings and consider the	Engage in non-fiction books	Are increasingly able to use and rememb	Add some marks to their drawing, which they give meaning to. For example: “That says mummy.” (Birth-3yr olds)	Read a few common exception words matched to the school’s phonic	<p>*Phase 2- Spatial Awareness*</p> <p>Understand position through words alone – for example, “The bag is under the table,” –</p>	Recognise that people have different beliefs and celebrate special times in	Explore, use and refine a variety of artistic effects to	Plant seeds and care for growing plants (3	Playing and exploring- Respond to new experiences that you

	<p>feelings of others (Reception)</p> <p>Circle time- what would you have/do if you had a Diwali party</p>	<p>(Reception)</p> <p>Teach children about Diwali by reading non-fiction books about the celebration</p>	<p>letter sequences and patterns of movements which are related to music and rhythm (3 and 4yr olds)</p> <p>Dance to Diwali music</p>	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3 and 4yr olds)</p> <p>Write some letters accurately (3 and 4yr olds)</p> <p>Challenge: Spell words by identifying the sounds and then writing the sounds with letter/s (Reception)</p> <p>Watch Diwali video and draw/write about what it is</p>	<p>programme (Reception)</p> <p>Letters and Sounds and Bug Clun Phonics. Phase 2, week 4. Teach set 2 letters- ck e ur</p> <p>Briefly practise oral blending and segmentation. Read words with letters learnt so far and begin to read captions. Oral and letter segmentation for spelling captions.</p> <p>High frequency words- and</p> <p>Tricky words- the to</p>	<p>with no pointing (3 and 4yr olds)</p> <p>Challenge: Discuss routes and locations, using words like 'in front of' and 'behind' (3 and 4yr olds) Read 'Each Peach Pear Plum.' Discuss the different places the characters are hiding. Children in pairs to describe where the characters are hiding. Challenge: Children to describe where the character is hiding in more than one way e.g he is next to the doll and under the table.</p> <p>*Phase 3- Four*</p> <p>Watch Numberblocks- https://www.bbc.co.uk/iplayer/episode/b08d61cv/numberblocks-series-1-four</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually (subitising) (3-4yr olds)</p> <p>Say one number for each item in order: 1, 2, 3, 4, 5 (3-4yr olds)</p>	<p>different ways (Reception)</p> <p>Does everyone celebrate Diwali? Why not? Is that ok?</p>	<p>express their ideas and feelings (Reception)</p> <p>Firework paintings</p>	<p>and 4yr olds)</p> <p>Plant bulbs</p>	<p>bring to their attention</p> <p>Children to have resources to set up plates, knives and forks for teddy bears' picnic</p> <p>Active Learning- Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on the top of a table. Toddlers might turn a storage box upside down so they can stand on it and reach up</p>
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						Challenge: Recite numbers past 5 (3-4yr olds) Subitise up to 4 . Challenge: Reason the composition of how many they can see. 'It's 4 because it is 2 and 2.				for an object. Use different tools for selected purposes in the mud kitchen area to make food for the teddy bears' picnic.
3 18.1 1.24	Show more confidence in new social situations (3 and 4 yr olds) Have a Diwali party and chn to dress up in party clothes	Describe events in some detail (Receptio n) Recap and discuss Diwali party	Make healthy choices about food, drink, activity and toothbr ushing (3 and 4 yr olds) Try foods linked to Diwali	Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds) Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3 and 4yr olds) Write some letters accurately (3 and 4yr olds)	Read a few common exception words matched to the school's phonic programme (Reception) Letters and Sounds and Bug Clun Phonics. Phase 2, week 4. Teach set 2 letters- ck e u r Briefly practise oral blending and segmentation.	*Phase 3- Four* Develop fast recognition of up to 3 objects, without having to count them individually (subitising) (3-4yr olds) Say one number for each item in order: 1, 2, 3, 4, 5 (3-4yr olds) Challenge: Explore the composition of numbers to 10 (Reception) Chn to represent 4 with marks and different objects. *Phase 3- Five* Develop fast recognition of up to 3 objects,	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos (3 and 4yr olds) Look at Diwali celebration photos and videos from around the world. Show Google Earth and show where	Create closed shapes with continuous lines, and begin to use these shapes to represent objects (3 and 4yr olds) Chn to draw shapes to create their	Explore, use and refine a variety of artistic effects to express their ideas and feelings (Recepti on) Bark rubbing s	Playing and exploring- Bring their own interests and fascinations into early year settings. This helps them to develop their learning. Porridge oats and milk/water. Mixing different quantities

				<p>Challenge: Spell words by identifying the sounds and then writing the sounds with letter/s (Reception) Write list of foods children would like to eat at a party</p>	<p>Read words with letters learnt so far and begin to read captions. Oral and letter segmentation for spelling captions.</p> <p>High frequency words- and</p> <p>Tricky words- the to</p>	<p>without having to count them individually (subitising) (3-4yr olds) Say one number for each item in order: 1, 2, 3, 4, 5 (3-4yr olds) Challenge: Explore the composition of numbers to 10 (Reception) Watch Numberblocks- https://www.bbc.co.uk/iplayer/episode/b08d630h/numberblocks-series-1-five Subitise up to 5 Challenge: Reason the composition of how many they can see. 'It's 5 because it is 3 and 2.'</p> <p>*Phase 3- Five* Develop fast recognition of up to 3 objects, without having to count them individually (subitising) (3-4yr olds) Say one number for each item in order: 1, 2, 3, 4, 5 (3-4yr olds) Challenge: Explore the composition of numbers to 10 (Reception) Watch Numberblocks-</p>	<p>others live who celebrate Diwali.</p>	<p>own rangoli pattern</p>	<p>together. How does more/less liquid change the porridge.</p> <p>Creating and thinking critically- Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets</p> <p>Sort the different objects from 'Goldilocks and the three bears' into who they belong to, thinking</p>
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						https://www.bbc.co.uk/iplayer/episode/b08dnnqm/numberblocks-series-1-stampolines Show 5. Get 5 objects. Show 5 using fingers. How many other ways can we make 5 using our fingers.				about size and even objects which are in the story which can't be included.
4 25.1 1.24	Play with one or more other children, extending and elaborating play ideas (3 and 4yr olds) Chn to play together with character stick puppets	Use longer sentences of four to six words (3 and 4yr olds) Story sequence pictures from Rama and Sita and explain what is happening	Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping	Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing we read English text from left to right and from top to bottom (3 and 4yr olds) Read the story of Rama and Sita to chn Engage in extended conversations about stories, learning new	Read a few common exception words matched to the school's phonic programme (Reception) Spell words by identifying the sounds and then writing the sound with letter/s (Reception) Read simple phrases and sentences made up of words with known letter-sound correspondences and, where	*Phase 3- One more and One Less* Show 'finger numbers' up to 5 (3 and 4 yr olds) Understand the 'one more than/one less than' relationship between consecutive numbers (Reception) Sing 5 current buns and learn one more and one less. Challenge: *Phase 3- One more and One Less* Show 'finger numbers' up to 5 (3 and 4 yr olds) Understand the 'one more than/one less than' relationship between consecutive numbers (Reception)	*FS activity* Understand the effect of changing seasons on the natural world around them (Reception) Discuss changing of the seasons	Return to and build on their previous learning, refining ideas and developing their ability to represent them (Reception) Make Diwali lights	*UW activity*	Playing and exploring- Plan and think ahead about how they will explore or play with objects Stacking cups Playing and exploring- Reach for and accept objects. Make choices and explore different

			<ul style="list-style-type: none"> - crawling - jumping - hopping - climbing (Reception) <p>Go on a walk/hunt around the Discovery Centre to look for Sita</p>	<p>vocabulary (3 and 4 yr olds)</p> <p>Form lower-case and capital letters correctly (Reception)</p> <p>Read Rama and Sita story to chn and discuss</p> <p>Challenge: Chn to copy and write key names and words from the story using correctly formed letters</p>	<p>necessary, a few exception words (Reception)</p> <p>Letters and Sounds and Bug Clun Phonics. Phase 2, week 5. Teach set 2 letters- h b f ff l ll ss</p> <p>Briefly practise oral blending and segmentation. Read words with letters learnt so far and begin to read captions. Oral and letter segmentation for spelling captions.</p> <p>High frequency words- and</p> <p>Tricky words- no go l</p>	<p>Chn to show one more and one less than a given number up to 5 on a 5 frame.</p>			<p>resources and materials</p> <p>Explore and play with slime</p>
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<p>5 02.1 2.24</p>	<p>*FS activity*Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas (3 and 4yr olds) Give chn Rama and Sita masks. Chn to decide who will be who</p>	<p>Listen to and talk about stories to build familiarity and understanding (Reception) As a class chn to retell the story of Rama and Sita</p>	<p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width (3 and 4yr olds) Walk along beams, planks of</p>	<p>Read individual letters by saying the sounds for them (Reception) Challenge: Read simple phrase and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words (Reception) Match initial sounds to pictures of people and objects from the story Challenge: Read simple sentences linked to the story Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds) Use some of their print and letter knowledge in their</p>	<p>Read a few common exception words matched to the school's phonic programme (Reception) Spell words by identifying the sounds and then writing the sound with letter/s (Reception) Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words (Reception) Letters and Sounds and Bug Clun Phonics. Phase 2, week 5. Teach set 2</p>	<p>*Phase 3- One more and One Less* Show 'finger numbers' up to 5 (3 and 4 yr olds) Understand the 'one more than/one less than' relationship between consecutive numbers (Reception) Create a 'bus route' around the outdoor area with chalk and have different bus stops around the route. Ask one child to stand at each stop. When the bus stops, one more child gets on the bus. Encourage children to say how many are on the bus altogether and prompt them to see that there is '1 more' each time. *Phase 3- One more and One Less* Show 'finger numbers' up to 5 (3 and 4 yr olds) Understand the 'one more than/one less than' relationship between consecutive numbers (Reception)</p>	<p>Begin to make sense of their own life-story and family's history (3-4yr olds) Recognise that people have different beliefs and celebrate special times in different ways (Reception) Talk about family times and celebrations with a focus on Christmas. Do all celebrate Christmas?</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody (Reception) Learn Diwali and Rama and Sita songs</p>	<p>*PSED activity*</p>	<p>Active Learning-Begin to correct their mistakes themselves. For example, instead of using increasingly force to push a puzzle piece into the slot, they try another piece to see if it will fit. Marble run Playing and exploring-Guide their own thinking and actions by actions by talking to themselves while playing. For example, a child doing a</p>
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	and act out		wood-like walking along bridge to find Sita	<p>early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3 and 4yr olds)</p> <p>Write some letters accurately (3 and 4yr olds)</p> <p>Challenge: Spell words by identifying the sounds and then writing the sounds with letter/s (Reception)</p> <p>Picture from story. Chn to recall/write what is happening</p> <p>Character speech bubbles</p>	<p>letters- h b f ff l ll ss</p> <p>Briefly practise oral blending and segmentation. Read words with letters learnt so far and begin to read captions. Oral and letter segmentation for spelling captions.</p> <p>High frequency words- and</p> <p>Tricky words- no go l</p>	<p>In the construction area, encourage children to build their own staircase towers. How many blocks have they used for each step?</p> <p>Challenge: Ask children to close their eyes and then take one of the towers away. Are they able to identify which tower is missing using the language 'one more' or 'one less'?</p>				<p>jigsaw puzzle might whisper under their breath: "Where does that one go?- I need to find the big horse."</p> <p>'Goldilocks and the three bears' small world area.</p>
6 09.1 2.24	Begin to understand how others might be	Enjoy listening to longer stories and can	Use one-handed tools and	Add some marks to their drawing, which they give meaning to. For example: "That	Read a few common exception words matched to the school's phonic	*Phase 3 – Composition of 4 and 5*	Comment on images of familiar situations in the	Join different materials and explore different	*Understanding the World	Creating and Thinking Critically- Use pretend play to think

	<p>feeling (3-4yr olds)</p> <p>Express their feelings and consider the feelings of others? (Reception)</p> <p>Make a list of good deeds. Link to advent Calander- each day pick a deed which chn need to try and do. Why are deeds important? How do they</p>	<p>remember much of what happens (3-4yr olds)</p> <p>Listen to and talk about stories to build familiarity and understanding (Reception)</p> <p>Listen to the Christmas story. Chn to retell the story using props.</p>	<p>equipment, for example, snips in paper with scissors (3-4yr olds)</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes,</p>	<p>says mummy.” (Birth-3yr olds)</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy (3 and 4yr olds)</p> <p>Write some letters accurately (3 and 4yr olds)</p> <p>Challenge: Spell words by identifying the sounds and then writing the sounds with letter/s (Reception)</p> <p>Write what happens in the Nativity Story.</p> <p>Challenge: chn to write a short sentence</p>	<p>programme (Reception)</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s (Reception)</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words (Reception)</p> <p>Letters and Sounds and Bug Clun Phonics. Phase 2, week 6. Revision of all phase 2 sounds, high frequency and tricky words taught so far. For reading words, captions.</p>	<p>Provide cubes in two different colours. Ask children to build different towers of 4 or 5 using both colours. Encourage children to compare the towers and talk about the parts that they can see.</p> <p>Act out the rhyme Five Little Speckled Frogs using props. Encourage children to talk about the parts that they can see each time. How many frogs are on the log? How many frogs are in the pool? What is the whole? Use a five frame and double-sided counters to represent the frogs on the log in one colour and the frogs in the pool using the other colour.</p>	<p>past (Reception)</p> <p>Chn to bring in old photos linked to Christmas or previous other celebration.</p>	<p>textures (3-4yr olds)</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings (Reception)</p> <p>Christmas Cards</p>	<p>activity*</p> <p>Talk about what they see, using wide vocabulary (3-4yr olds)</p> <p>Describe what they see, hear and feel whilst outside (Reception)</p> <p>Lie down in FS area and look and listen. What have</p>	<p>beyond the ‘here and now’ and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that “Maybe the toll in lonely and hungry? That’s why he’s fierce.”</p> <p>Ice cubes in the water tray. What happens to the ice?</p> <p>Playing and exploring- respond to new experiences that you</p>
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	affect others?		scissors, knives, forks and spoons (Reception) Use the camping frame to clip on new materials to turn it into Santa's grotto.	Christmas cards	For spelling words, captions.				children observed?	bring to their attention. Use a range of tools for different purposes with the playdough.
7 16.1 2.24	Show more confidence in new social situations (3-4yr olds) Identify and moderate their own feelings socially and	Sing a large repertoire of songs (3-4yr olds) Learn rhymes, poems or songs (Reception)	Use one-handed tools and equipment, for example, snips in paper with scissors (3-4yr olds)	Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds) Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm'	Read a few common exception words matched to the school's phonic programme (Reception) Spell words by identifying the sounds and then writing the sound with letter/s (Reception)	*Phase 3 – Shapes with 4 sides* Show children a selection of squares and rectangles. Encourage children to explore the shapes and talk about what they notice. Ensure that the shapes are shown in different orientations. Read shape books such as Bear in a Square by Stella	Continue to develop positive attitudes about the difference between people (3-4yr olds) Understand that some places are special to members of their community (Reception)	Remember and sing entire songs (3-4yr olds) Sing in a group or on their own, increasingly matching the pitch and following the melody	Talk about what they see, using wide vocabulary (3-4yr olds) Talk about members of	Creating and thinking critically- Know more, so feel confident in coming up with their own ideas. Make more links between those ideas.

	<p>emotionally (Reception)</p> <p>Christmas party.</p>	<p>Learn Christmas songs</p>	<p>Show a preference for a dominant hand (3-4yr olds)</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes,</p>	<p>for mummy (3 and 4yr olds)</p> <p>Write some letters accurately (3 and 4yr olds)</p> <p>Challenge: Spell words by identifying the sounds and then writing the sounds with letter/s (Reception)</p> <p>Write a Christmas list</p> <p>Write what children are most looking forward to about the Christmas party</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words (Reception)</p> <p>Letters and Sounds and Bug Clun Phonics. Phase 2, week 6. Revision of all phase 2 sounds, high frequency and tricky words taught so far. For reading words, captions. For spelling words, captions.</p>	<p>Blackstone and pay particular attention to the square and rectangle pages. Encourage children to identify the different shapes on each of the pages. Where can you see a square? Where can you see a rectangle? Prompt children to talk about the properties of each shape.</p>	<p>With links to Christmas think about places of worship. Local Vicar to come to speak to the children about why and how Christians celebrate Christmas</p>	<p>(Reception)</p> <p>Christmas songs</p>	<p>their immediate family and community (Reception)</p> <p>Forest School fire. Make hot chocolate using Kelly Kettle. Children to talk through what is happening. Later group discussions around the fire.</p>	<p>Magnets. Provide a few objects and then children to find other objects which are magnetic.</p> <p>Creating and thinking critically- Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check that everyone has the same</p>
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			<p>scissors, knives, forks and spoons (Recepti on)</p> <p>Pine cone decorati ons. Chn to glue pine cone use tweezer s to add pom poms to the pine cones.</p>							<p>number of strawberries</p> <p>Sharing Christmas presents between teddy bears. Do they have an equal amount?</p>
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