


Reception Autumn 2 - Magic Moments

<p><u>In Communication, Language and Literacy we will:</u></p> <ul style="list-style-type: none"> Secure more complex rhymes Secure agreed rules for conversational turn taking in small and larger groups. Ask "Tell me more" to extend responses. Formulate and respond to "Why?" and "How/" questions. Follow two step instructions. Recall and define specialist vocabulary for the half term <p><u>Key Vocabulary</u> Simple nursery rhymes. Stop, look, listen, quiet, talking, magnet eyes, who, where, what, why, when, how</p>	<p><u>Which books will help children secure and think more deeply about the knowledge in this block?</u></p>	
<p><u>In Literacy we will:</u></p> <p><u>Comprehension</u></p> <ul style="list-style-type: none"> Anticipate events in stories Name different parts of books Look for cues in illustrations. Memorise and perform more complex action rhymes and nursery rhymes. <p><u>Writing</u></p> <ul style="list-style-type: none"> Use some letters in sequence to convey meaning, including CVC words. Listen to and hear sounds in cvc words Begin to break speech into words Write name Write labels, lists and captions. <p><u>Word Reading</u></p> <ul style="list-style-type: none"> RWI Set 1 - know single letter set 1 sounds (group B) Orally blend (group C) Read cvc words containing sounds taught so far - word books/ green words <p><u>Key Vocabulary</u> action rhymes, phonics, sound, blend, Fred, Fred Talk, Fred Fingers, magnet eyes, good listening, good looking, good sitting</p>	<p><u>In Mathematics we will:</u></p> <p>Power Maths - Unit 4 Change within 5 (2 weeks)</p> <ul style="list-style-type: none"> Adding one more Finding one less Finding one more and one less with number stories Exploring one more and one less, with numbers to 5 Ordering one more and one less stories Applying one more and one less stories <p>Power Maths - Unit 5 Number bonds within 5 (1 week)</p> <ul style="list-style-type: none"> Exploring number bonds within 5 using the part whole model Splitting objects into two groups Breaking a whole into two distinct parts Recognising different representations of two parts Finding different ways to break groups into parts Finding number bonds to 3, 4 and 5 <p>Power Maths - Unit 6 Space(1 week)</p> <ul style="list-style-type: none"> Spatial awareness Understanding and using positional and directional language in practical contexts Using directional and positional language to describe a route <p><u>Key Vocabulary</u> one, two, three, four, five, more, less, equal, part/part/whole, bond, position, below, next to, on top, above, under, left, right</p>	<p><u>In Understanding the World we will:</u></p> <p><u>Past and Present</u></p> <ul style="list-style-type: none"> Comment on images of familiar situations in the past - transport then and now. Understand how events and people in the past impact on the present day - Guy Fawkes. <p><u>People Culture and Communities</u></p> <ul style="list-style-type: none"> Draw and comment on simple maps - journey to school, name simple street furniture e.g. traffic light, post box etc. Understand that some places are special to people in their community - church/ mosque. (visit) Recognise that people have different beliefs and celebrate different times in special ways - Diwali, Hanukkah Christmas Describe family traditions. Extend basic greetings in different languages <p><u>Natural World</u></p> <ul style="list-style-type: none"> Describe changes to trees and woodland plants in autumn observe how animals behave differently as seasons change Note and record the weather. Know and demonstrate how to plant bulbs. Predict how it will grow. Talk about change of state of materials - salt dough, sugar, chocolate, marshmallows <p><u>Technology</u></p> <ul style="list-style-type: none"> Use an ipad to take a photograph and ask consent Select and use apps on an ipad Explain why something has worked/not worked <p><u>Key Vocabulary</u> festivals, Guy Fawkes, gunpowder plot, houses of parliament, treason, christmas tradition, nativity, season, autumn, turning, changing, hibernate, crunchy, veins, deciduous, evergreen remembrance, peace,</p>

Appletree Gardens First School Medium Term Plan

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<p><u>In Personal, Social and Emotional Development we will:</u></p> <ul style="list-style-type: none"> ● Follow wider school regimes ● Articulate and demonstrate teeth cleaning. ● Work in pairs to succeed in a challenge. ● Perform confidently to an audience in a simple adult structured presentation.. <p><u>Jigsaw 2 Celebrating Differences</u></p> <ul style="list-style-type: none"> ● Know emotions: happy, sad, frightened, angry. ● Understands that children can be better at different things. ● Can be proud of themselves. ● Know that not all families are the same. ● Talk about what they are good at. ● Share their successes and celebrate other children's successes. <p><u>Key Vocabulary</u> feeling, happy, sad, frightened, angry, family, difference, similarity, I am, amazing, good, proud</p>	<p><u>Expressive Arts and Design we will:</u></p> <p><u>Creating with Materials</u></p> <ul style="list-style-type: none"> ● Primary colour mixing - predict and narrate the effects of colour mixing and follow step by step instructions ● Develop their own ideas and then decide which materials to use to express them (enterprise/christmas card workshop) ● Constructs using components which allow movement including wheeled vehicles and arrays of gears. <p><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> ● Generate short narratives in small world and role play. ● Mark the beat and imitate rhythms with tapping and striking instruments. ● Perform a small repertoire of short repetitive songs - nativity. ● Know further action songs and story ring games by heart. ● Watch and talk about dance and performing art - nativities/pantomimes <p><u>Key Vocabulary</u> rhythm, dance, pulse, mix, change, difference, join, fasten, attach, stick, equipment, cut, snip</p>	<p><u>In Physical Development we will:</u></p> <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ● Travel in different ways with control and coordination - simple obstacle courses ● Jump in different ways - develop overall body strength, balance, coordination ● Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. ● Dig with trowels and hand forks ● Parachute Games - large arm movements, safely travelling over and under the parachute, participating in team games and turn taking activities <p><u>Fine Motor Skills</u></p> <ul style="list-style-type: none"> ● Forest School woodwork - hammer and nails ● Join and separate small construction kit components by clicking and twisting. ● Refine threading techniques ● Use squashing techniques including rolling pins to achieve desired effects. ● Cut and turn along outlines. ● Use large brushes for painting and colour mixing <p><u>Key Vocabulary</u> Stack, build, on top, next to, Cut, straight, line, Hand action rhymes, forwards, backwards, side ways, under, over, through, jump</p>
<p><u>How will we enhance our curriculum with FOREST SCHOOL:</u></p> <ul style="list-style-type: none"> ● Plan, do, review (listening and attention skills) speaking, learning new vocabulary and developing conversational skills ● Using natural materials, creatively to learn about Autumn ● develop gross and fine motor skills ● Learn to care for living things (hedgehogs) ● Develop transporting skills ● develop maths skills through mud kitchen, potion stations by measuring, comparing quantities and counting. ● Build with a range of natural materials ● Autumnal vocabulary explored and expanded ● Develop questioning skills centred around their CIP <p><u>Key Vocabulary</u> - size, colour, texture, seasons, weather, autumn, leaves, families, me, my likes and dislikes, exploring, nocturnal</p>		<p><u>How will we enhance our continuous provision to extend learning through independent enquiry?</u></p> <p>Daily story vote Nursery Rhyme Spoons Home Corner - Witch's Kitchen / Winter Wonderland/Santa's Grotto Gardening equipment following harvest in digging pit Large scale construction outside Investigation station to explore changing nature outside Interest table with topic related items Reading area - topic books, decodable reading scheme books</p>
<p><u>We will involve our families in our learning by</u> 'Homework' activities Seesaw Nativity performance</p>	<p><u>The strategies to support our most vulnerable learners are:</u> Pre-teaching vocabulary approach Ensure all children participate in trips and experiences Use of Support Plans and Interventions Additional reading time / short burst immediate interventions following whole class teaching</p>	<p><u>Which visits, visitors and experiences will we organise to help secure children's knowledge?</u> Nature Zone with Forest School Leader Local Church visit Visits from outside agencies including Road Safety Heroes</p>