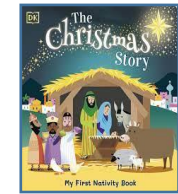




Autumn 2 – Festivals and celebrations

Key Texts: Stick Man, The Christmas Story



Why this? Why now?

This half term, we learn about lots of celebrations celebrated both by ourselves and others. We will explore the season of Autumn and celebrate Bonfire Night. We will learn about the Hindu festival of Diwali. We will think about Remembrance Day and why it is important. We will enjoy joining in with Nursery Rhyme Week and celebrating Children in Need Day. As part of Road Safety week, we will think about how we can cross the road safely and we will also think about how we can be a kind friend during Anti-Bullying week. We will explore the book Stick Man. We will finish the half term learning about the Christmas story and learning about and enjoying traditions of Christmas.

Key Vocabulary –

Bonfire Night, fireworks, Diwali, Hindu, diva, festival of light, Rama, Sita, celebration, Remembrance Day, poppy, characters, author, illustrations, setting, Christmas, Nativity Story, Mary, Joseph, Jesus, angels, shepherds, wise men, Christians, Church.

These are some of the opportunities that will offered for the children. Some of these opportunities will be taught as a focused teaching activity and others offered through continuous provision, both inside and outside. We will be responding to child-led interests to lead our learning further and also respond to spontaneous learning opportunities.

Area of Learning and Development – Communication and Language

- Listen carefully in a range of situations and understand why listening is important.
- Develop social phrases including saying please, thank you in response to adults and other children..
- Engage in story times.
- Learn rhymes, poems and songs.
- To continue to develop their communication skills when speaking to adults and children.

Overview

- To enjoy listening to a range of stories including our focused texts Stickman and The Nativity Story.
- To talk about which Indian food they like and why.
- Take part in Nursery Rhyme week, learning a variety of songs.
- To continuously develop our social phrases throughout the day, including snack time.
- To learn our Christmas songs for the performance.



	<p>Story time focus author – Julia Donaldson - books including The Gruffalo, The Gruffalo’s Child, Snail and the whale, The Paper Dolls, The Everywhere Bear, The Magic Paintbrush</p>																		
<p>Area of Learning and Development – Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Understand the structure of the day. Manage their own health and self care needs, including going to the toilet, washing their hands and zipping up their own coat. Build respectful relationships, learning skills including sharing, listening to others and using kind words. 	<p>Overview</p> <p>RSHE – relationships – see separate planning.</p> <ul style="list-style-type: none"> Giving lots of opportunity to allow children to manage their own needs including zipping up their own coat. Giving lots of opportunities to model and talk about good social skills to build respectful relationships. To talk about how to keep safe, including road and firework safety. Keeping safe: routines, fire alarms 																		
<p>Area of Learning and Development – Physical Development</p> <ul style="list-style-type: none"> Revise and refine fundamental movement skills (rolling / crawling / walking/ hopping/ jumping / running / skipping) they have already acquired. Develop their core muscle strength to achieve a good posture. Develop their fine motor skills to use a range of tools competently, safely and confidently. Confidently hold and use a pencil and begin to develop the foundations of a handwriting style. 	<p>Overview</p> <ul style="list-style-type: none"> Daily use of outdoor area, to focus on their fundamental movement skills. Dough disco. To begin to use the hall for our PE sessions – complete PE planning Autumn 2. Opportunities to develop fine motor skills through continuous provision activities e.g. using tweezers to move pom poms, threading cotton reels. Daily practise of writing name . 																		
<p>Area of Learning and Development – Literacy</p> <p>Phonics: Little Wandle – Autumn 2 planning</p> <p>Read some letter groups that each represent one sound and say sounds for them. Blend sounds into words.</p> <p>Read common exception words matched to the school’s phonic programme. Know alphabetical order</p> <p>Reading</p> <p>Develop a love of sharing books. Understand stories have a sequence. Recognise own name.</p> <p>Writing</p> <p>Write own first name. Use a capital at the beginning and then lower-case letters.</p>	<p>Overview</p> <p>Reception Autumn 2</p> <table border="1"> <thead> <tr> <th></th> <th>Phase 2 graphemes</th> <th>New tricky words</th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td>ff ll ss j</td> <td>put* pull* full* as</td> </tr> <tr> <td>Week 2</td> <td>v w x y</td> <td>and has his her</td> </tr> <tr> <td>Week 3</td> <td>z zz qu words with s /sl added at the end (hats sits) ch</td> <td>go no to into</td> </tr> <tr> <td>Week 4</td> <td>sh th ng nk</td> <td>she push* he of</td> </tr> <tr> <td>Week 5</td> <td>* words with s /sl added at the end (hats sits) * words ending s /z/ (his) and with s /z/ added at the end (bags)</td> <td>we me be</td> </tr> </tbody> </table> <p><small>*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.</small></p> <p>Recognise name. Reception Lending Library. Little Wandle Reading Sessions x3 a week – decoding, prosody, comprehension</p> <p>Some of the things included in our writing focus tasks:</p>		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 /sl added at the end (hats sits) ch	go no to into	Week 4	sh th ng nk	she push* he of	Week 5	* words with s /sl added at the end (hats sits) * words ending s /z/ (his) and with s /z/ added at the end (bags)	we me be
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<p>Segment (spell short words) using these graphemes/letters. Form lower-case correctly.</p>	<ul style="list-style-type: none"> • Write list of food tried for Diwali • Write Diwali card • Labelling stick man • Write insert for Christmas card • Write a letter to Father Christmas.
<p>Area of Learning and Development – Mathematics</p>	<p>Overview</p>
<p>Number 1:1 correspondence to 10 - know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Subitise to groups of up to 5 Compare numbers/groups of objects Link numerals to number value</p> <p>Shape, space, measures Compare size and length using vocabulary Solve real world mathematical problems with measures Can copy and continue a simple three shape repeating pattern</p>	<p>White Rose Maths Planning overview -</p> <p>Count objects/actions/sounds in different contexts, e.g, children in own carpet spot. Fast recognition of quantities: spots on a dice, numicon pieces, fingers held up Comparing quantities: more/less, greater than, more than Size.</p> <p>Order 3 different size bears. Compare height of people in the setting. Which month is your birthday? Date? Read Kippers' Birthday Patterns with vegetables and natural materials.</p>
<p>Area of Learning and Development – Understanding the World</p>	<p>Overview</p>
<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Recognise that people have different beliefs and celebrate special times in different ways. • To think about what toys were like in the past - 	<ul style="list-style-type: none"> • Learn about Diwali through books, videos and artefacts. • Talk about different celebrations, including Diwali and Christmas to understand why they are important and how we celebrate them. • Investigate how things change e.g. chocolate melting, firework experiment using vinegar and soda. • Think about why Remembrance Day is important. • Christmas floating and sinking experiment. • To compare toys now and from the past.
<p>Area of Learning and Development – Expressive Arts and Design</p>	<p>Overview</p>
<ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance. • Explore different materials feely, in order to develop their own ideas. • Explore colour and colour mixing. 	<ul style="list-style-type: none"> • Use clay to make a diva lamp • Create a firework painting using a salad spinner. • Create dance movements to represent different fireworks. • To listen to Indian music. • To create rangoli patterns using coloured sand and rice. • Create poppy paintings using different materials.



- To learn songs for the Christmas performance.
- To create a Christmas card using different materials

Home – School Links

- Continuing to share 'wow' learning moments from school on Seesaw and asking parents to share moments from home too.



MEDIUM TERM PLANNING | FOUNDATION STAGE
Zetland Primary School

Year Group: Reception