

**Autumn 1 Reception Medium Term Plan - Through My Eyes**

Possible school visits/Enhancements 11 before 11						Make something special	Make something special
Week	<b>Week 1</b> 06.11.23	<b>Week 2</b> 13.11.23	<b>Week 3</b> 20.11.23	<b>Week 4</b> 27.11.23	<b>Week 5</b> 4.12.23	<b>Week 6</b> 11.12.23	<b>Week 7</b> 18.12.23
Theme	<b>Bonfire Night and Diwali</b>	<b>Celebrations of Achievement</b>	<b>Birthdays Around the world</b>	<b>Fabulous Food</b>	<b>Celebrations of Love</b>	<b>Christmas &amp; New Year</b>	<b>Christmas &amp; New Year</b>
Focus Text	Little Glow by Katie Sahota (Diwali)	The Dot by Peter H. Reynolds	Elmer's Birthday by David Mckee	Lunch at Ten Pomegranate Street by Felicita Sala	Scarecrows Wedding by Julia Donaldson	Jolly Postman Christmas by Allan Ahlberg	Jolly Postman Christmas by Allan Ahlberg
Vocabulary	bonfire night safety hot cold celebrate culture tradition belief religion light	goal achievement perseverance celebrate resilience	birthday family tradition belief religion acceptance	taste smell same different culture acceptance	wedding bride groom invite bouquet culture acceptance	Christmas weather celebrate culture Hanukkah	Christmas weather celebrate culture Hanukkah
Area of Learning							
Communication and Language Speaking Listening, Attention and Understanding	<b>To describe events in some detail.</b>  Discuss bonfire night – Talk about Guy Fawkes and how it started. Did anyone attend a fireworks/ bonfire display?	<b>To describe events in some detail.</b>  Talk about how they feel when they are praised, given a certificate/sticker.	<b>To listen carefully and understand why listening is important.</b>  Recall different celebrations, both those they personally celebrate and others that	<b>To articulate my ideas in well-formed sentences.</b>  Food from other cultures. Look at pictures of different traditional dishes. Discuss what they	<b>To articulate my ideas in well-formed sentences.</b>  Discuss different types of celebrations of love. Look at the time scale of	<b>To articulate my ideas in well-formed sentences.</b>  Discussion on giving and why we give to others? How	<b>To articulate my ideas in well-formed sentences.</b>  Discussion on giving and why we give to others? How

	Discuss Diwali. How is it celebrated and by whom?		members of the class might celebrate. Demonstrate awareness and acceptance of difference in what they celebrate and the way they celebrate. Birthdays—Discuss when they were given their name and why we celebrate them.	might smell and taste like. Ask the children if any of them eat any of these dishes? If so, children to share with the class about it.	celebrations—some go on for a long time, some are a day. Clothes to be worn for different celebrations.	does this make people feel?  <b>To describe events in some detail.</b>  Discuss Hanukkah. How is it celebrated and by whom?	does this make people feel?  <b>To describe events in some detail.</b>  Discuss Christmas. How is it celebrated and by whom?
<b>PSED</b> <b>Managing Self</b> <b>Building Relationships</b>	<b>To be able to follow rules and understand why they are important to keep us safe.</b>  Discussion about bonfire night and what do we have to do to keep safe.	<b>To see themselves as valuable individuals.</b>  Discussion about each other's interests, families and cultures.	<b>To be able to build constructive relationships.</b>  Taking turns – children to play traditional party games.	<b>To develop their sense of responsibility and membership of a community.</b>  Parachute games – understanding working as a team using words of encouragement to each other. Children to work together to keep the ball on the parachute.	<b>To be able to express feelings and consider the feelings of others.</b>  Discussion of what makes a good friend. Sorting of what a good friend should or should not do.	<b>To show resilience and perseverance in the face of challenge.</b>  New Years resolutions – links to giving/ being a good friend. What do children want to achieve next year?	<b>To show resilience and perseverance in the face of challenge.</b>  New Years resolutions – links to giving/ being a good friend. What do children want to achieve next year?

<p>Physical Development  <b>Fine Motor</b>  <b>Gross Motor</b></p>	<p><b>To be able to use tools competently and safely.</b></p> <p>Rangoli pattern to be drawn on tuff tray and children to use small objects and tweezers to complete the Rangoli pattern.</p>	<p><b>To be able to use tools competently and safely.</b></p> <p>Use water pipets with paint to paint, different coloured dots.</p>	<p><b>To be able to use tools competently and safely.</b></p> <p>Playdough birthday cakes – children to decorate, piping bags for shaving foam decoration.</p>	<p><b>To be able to use tools competently and safely.</b></p> <p>Chop sticks – use for fine motor activities.</p>	<p><b>Develop their small motor skills so that they can use a range of tools competently safely and confidently.</b></p> <p>Cardboard heart cut out - string to wrap around the heart.</p>	<p><b>To be able to use tools competently and safely.</b></p> <p>Sew a Christmas tree decoration.</p>	<p><b>To be able to use tools competently and safely.</b></p> <p>Sew a Christmas tree decoration.</p>
<p>Literacy  <b>Comprehension</b>  <b>Word Reading</b>  <b>Writing</b></p>	<p><b>To listen to a story.</b></p> <p>Look at the front cover and discuss what the story is about. Speak about key features of a book. Share the story then answer and ask questions.</p> <p><b>To use adjectives.</b>  Identify adjectives to describe basic features. Teacher to model the character</p>	<p><b>To write simple sentences.</b></p> <p>To write a certificate for a friend.</p>	<p><b>To be able to listen to and talk about stories.</b></p> <p>Read the story 'Elmer's Birthday' and share what we like about the book.  <b>To be able to write simple words.</b></p> <p>Write a list for what you would need for your birthday party.</p>	<p><b>To write simple sentences.</b></p> <p>Children to use senses to explore different foods, then taste. Children to describe food &amp; say I like... I dislike... because... Children to write words/phrases to describe the food.</p>	<p><b>To be able to retell a familiar story.</b></p> <p>Read story and then encourage to children to help you act it out. Create a story map to support their retelling.  <b>To write key words relating to a story.</b></p>	<p><b>To be able to retell a familiar story.</b>  'The Jolly Postman'.  <b>To write a letter.</b></p> <p>Pick a character from 'The Jolly Postman' to write a letter to.</p> <p><b>To be able to write simple words,</b></p>	<p><b>To be able to retell a familiar story.</b>  'The Jolly Postman'.  <b>To write a letter.</b></p> <p>Pick a character from 'The Jolly Postman' to write a letter to.</p> <p><b>To be able to write simple words,</b></p>

	<p>from the story. Children to articulate sentences in pairs.</p> <p><b>To articulate sentences.</b> Talk about fireworks in talk partners. Feedback as a class and teacher to model sentences.</p> <p><b>To write simple sentences.</b></p> <p>(see above).</p> <p><b>To be able to write simple words, including own and others' names.</b></p> <p>Write a Diwali card.</p>		<p><b>To identify the features of a party invitation.</b> <b>To be able to hear and write sounds in simple words.</b></p> <p>Write party invites.</p> <p><b>To be able to write simple words, including own and others' names.</b></p> <p>Write a birthday card for Elmer.</p>	<p><b>To write instructions.</b></p> <p>Make a simple dish and write the instructions.</p>	<p>Write key CVC words relating to the story. Refer to the story map.</p> <p><b>To be able to use the correct letter formation.</b></p> <p>Recall the items from the Scarecrows' wedding list. Think about what sounds we need to write the words and model forming these correctly.</p> <p>To identify the features of a wedding invitation</p> <p>To label the features of a wedding invite – to, from etc.</p> <p><b>To be able to hear and write sounds in simple words.</b></p>	<p><b>including own and others' names.</b></p> <p>Write a Christmas card for friends and family.</p>	<p><b>including own and others' names.</b></p> <p>Write a Christmas card for friends and family.</p>
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					Write wedding invites for the Scarecrows' wedding.		
<p><b>Understanding the World</b>  <b>Past and Present</b>  <b>People, Culture and Communities</b>  <b>The Natural World</b></p>	<p><b>Understand that some places are special to members of their community.</b></p> <p>Look at special places such as churches, mosques, temples, etc. Discuss why these are special places. Who visits these places? What makes them special? Can you compare two special places?</p>	<p><b>Explore the natural world around them.</b></p> <p>Explore and investigate different light sources e.g. The Sun, a torch, candle etc.</p>	<p><b>Recognise that people have different beliefs and celebrate special times in different ways.</b></p> <p>Discuss birthday traditions around the world. Children to discuss similarities and differences of how they celebrate their birthday. Does everyone celebrate birthdays?</p>	<p><b>Recognise some similarities and differences in this country and life in other countries.</b></p> <p>Food tasting – food from around the world. – Link back to C&amp;L activity.</p>	<p><b>Recognise that people have different beliefs and celebrate special times in different ways.</b></p> <p>Weddings around the world - Look at how weddings are celebrated differently in different cultures and discuss the similarities and differences.</p>	<p><b>Recognise some similarities and differences in this country and life in other countries.</b></p> <p>Discussion of different traditional Christmas celebrations around the world. Children to hear and learn how to say Merry Christmas in some different languages.</p>	<p><b>Recognise some similarities and differences in this country and life in other countries.</b></p> <p>Discussion of different traditional Christmas celebrations around the world. Children to hear and learn how to say Merry Christmas in some different languages.</p>

<p style="text-align: center;">Expressive Arts and Design  <b>Creating With Materials</b>  <b>Being Imaginative and Expressive</b></p>	<p><b>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</b></p> <p>Use various objects to print a fireworks night sky picture.</p> <p>Collage 3D rockets with tubes.          Make a diva lamp out of clay.</p> <p><b>Listen attentively, move to and talk about music, expressing their feelings and responses.</b></p> <p><b>Watch and talk about dance and performance art, expressing their feelings and responses.</b></p> <p>Watch videos of fireworks. What noises do they make? Move like fireworks – make up a dance.</p>	<p><b>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</b></p> <p>Create a picture out of dots using paint and cotton buds (inspired by Yayoi Kusama.)</p>	<p><b>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</b></p> <p>Collage a huge birthday cake (group work).</p>	<p><b>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</b></p> <p>Still life drawing of food.</p>	<p><b>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</b></p> <p>Make a bouquet of flowers using a range of different materials.</p>	<p><b>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</b></p> <p>Make Christmas decorations - Using a range of media.</p> <p>Sing Christmas songs.</p>	<p><b>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</b></p> <p>Make Christmas decorations - Using a range of media.</p> <p>Sing Christmas songs.</p>
<p>Climate Curriculum</p>	<p>Observe and explore rainfall at different times of the year through a rainwater experiment – complete now and complete in the summer.</p>						

Observe nature through regular opportunities to be in green spaces (school trips, local green spaces).

Know that some forms of travel are kinder to the planet than others.

Know that landscapes differ around the world ( through story, pictures, songs and film).

***Below are Climate curriculum statements that are ongoing and can lend themselves to learning in the EYFS:***

Sing songs, play games, have circle time regularly in green spaces.

Comment on day-to-day weather patterns.

Know the extreme seasons (summer and winter) and can comment on the common weather patterns.

Know which clothes to wear for each weather type.

Be exposed to stories around the world, in which people are taking positive action together.

Take part in activities that promote positive human change (walk to school days, no electricity days)

Begin to understand that the future will be different depending on what we do now. Pupils are exposed to positive stories of environmental advocates at an age-appropriate level.

Participate in circle time to discuss viewpoint on nature and share opinions.

Develop a positive relationship with nature.

Children have the opportunity to 'think scientifically' and carry out and watch small science experiments in groups / with peers.

Explore tree anatomy through activities such as nature bingo, bark rubbing, nature art.

Children are given opportunities to spend time outdoors in nature and share how they feel when interacting with nature.

Maths will be taught through White Rose.