



## Autumn 2 Reception Medium Term Plan - Through My Eyes

Week	Week 1 04.11.24	Week 2 11.11.24	Week 3 18.11.24	Week 4 25.11.24	Week 5 2.12.24	Week 6 9.12.24	Week 7 16.12.24
Theme	Bonfire Night and Diwali	Celebrations of Achievement	Birthdays Around the world	Fabulous Food	Celebrations of Love	Christmas & New Year	Christmas & New Year
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 <b>Speaking</b> Listening, Attention and Understanding	To describe events in some detail.  Discuss bonfire night – Talk about Guy Fawkes and how it	To describe events in some detail.  Talk about how they feel when they	To listen carefully and understand why listening is important.	To be able to express a point of view and debate when they disagree.	To articulate ideas in well-formed sentences.	To articulate ideas in well-formed sentences.	To use new vocabulary in different contexts.

	<p>started. Did anyone attend a fireworks/ bonfire display?</p> <p>Discuss Diwali. How is it celebrated and by whom?</p>	<p>are praised, given a certificate/sticker.</p>	<p>Recall different celebrations, both those they personally celebrate and others that members of the class might celebrate. Demonstrate awareness and acceptance of difference in what they celebrate and the way they celebrate.</p> <p>Birthdays—Discuss when they were given their name and why we celebrate them.</p>	<p>Food from other cultures. Discuss what they 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.</p>	<p>Discuss different types of celebrations of love. Look at the time scale of celebrations—some go on for a long time, some are a day. Clothes to be worn for different celebrations.</p>	<p>Discussion on giving and why we give to others? How does this make people feel?</p> <p><b>To describe events in some detail.</b></p> <p>Discuss Hanukkah. How is it celebrated and by whom?</p> <p>Discuss Christmas. How is it celebrated and by whom?</p>	<p>Share resources from different celebrations of light (Chinese lantern, candles, menorah etc..). Do we recognise any of them, are they familiar to us?</p> <p>What do we think they represent? What could each be used for?</p>
<p><b>PSED</b> <b>Managing Self</b> <b>Building Relationships</b></p>	<p><b>To be able to follow rules and understand why they are important to keep us safe.</b></p> <p>Discussion about bonfire night and what do we have to do to keep safe.</p>	<p><b>To see themselves as valuable individuals.</b></p> <p>Discussion about each other's interests, families and cultures.</p> <p>Discuss what happens to Vashti (in focus book) - she starts to believe she can draw.</p>	<p><b>To be able to build constructive relationships.</b></p> <p>Taking turns – children to play traditional party games.</p>	<p><b>To develop their sense of responsibility and membership of a community.</b></p> <p>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.</p>	<p><b>To listen carefully and express feelings and responses to music.</b></p> <p>Children to lie down or close their eyes. Listen to a variety of different music (wedding music). How does it make you feel?</p>	<p><b>To show resilience and perseverance in the face of challenge.</b></p> <p>New Years resolutions – links to giving/ being a good friend. What do children want to achieve next year?</p>	<p><b>To show resilience and perseverance in the face of challenge.</b></p> <p>New Years resolutions – links to giving/ being a good friend. What do children want to achieve next year?</p>

<p><b>Physical Development</b>  <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>Put small circle stickers to create a Yayoi Kusama inspired artwork on pumpkins.</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>To 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><b>Literacy</b>  <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 from the story. Children to articulate sentences in pairs.</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.</p> <p><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 identify the features of a party invitation.</b>  <b>To be able to hear and write sounds in simple words.</b></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 write instructions.</b></p> <p>Make a simple dish and write the instructions.</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.</p> <p><b>To write key words relating to a story.</b></p> <p>Write key CVC words relating to the story. Refer to the story map.</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, including own and others' names.</b></p> <p>Write a Christmas card</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, including own and others' names.</b></p> <p>Write a Christmas card</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). <b>To be able to write simple words, including own and others' names.</b></p> <p>Write a Diwali card.</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 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>Write wedding invites for the Scarecrows' wedding.</p>	for friends and family.	for friends and family.
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<p><b>Understanding the World</b>  <b>Past and Present</b>  <b>People, Culture and</b>  <b>Communities</b>  <b>The Natural World</b></p>	<p><b>To 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>To compare and contrast characters from stories, including figures from the past</b></p> <p>Think about Vashti in 'The Dot'. She feels worried, unsure and then proud and brave. Have you felt that way?</p> <p><b>To learn about a famous figure.</b></p> <p>Look at the work of the artist Yayoi Kusama. Use it for inspiration of own paintings.</p>	<p><b>To 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>To 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>To 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>To 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>To 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>



Climate Curriculum	<p><b><i>Below are Climate curriculum statements that are ongoing and can lend themselves to learning in the EYFS:</i></b></p> <p>Know that we can use our five senses to explore and celebrate different colours, textures and smells in nature.</p> <p>Name habitats of animals both locally and globally.</p> <p>Know that animals need shelter to survive.</p> <p>Understand that some human activities are kinder to the planet than others e.g. walking instead of driving and wood vs plastic.</p> <p>Know about and take part in positive play experiences which can positively impact the world (watering plants, litter collection, rain water collection).</p> <p>Sing songs, play games, have circle time regularly in green spaces.</p> <p>Comment on day-to-day weather patterns.</p> <p>Know the extreme seasons (summer and winter) and can comment on the common weather patterns.</p> <p>Know which clothes to wear for each weather type.</p> <p>Be exposed to stories around the world, in which people are taking positive action together.</p> <p>Take part in activities that promote positive human change (walk to school days, no electricity days)</p> <p>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.</p> <p>Participate in circle time to discuss viewpoint on nature and share opinions.</p> <p>Develop a positive relationship with nature.</p> <p>Children have the opportunity to 'think scientifically' and carry out and watch small science experiments in groups / with peers.</p> <p>Explore tree anatomy through activities such as nature bingo, bark rubbing, nature art.</p> <p>Children are given opportunities to spend time outdoors in nature and share how they feel when interacting with nature.</p>
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