



Autumn 2 Reception Medium Term Plan - Through My Eyes

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Weeks 6 and 7
Theme	Bonfire Night	Celebrations of Achievement	Celebrations of Love	Birthdays Around the world	Fabulous Food	Christmas & New Year
Focus Text	Little Glow by Katie Sahota	The Dot by Peter H. Reynolds	Scarecrows Wedding by Julia Donaldson	Elmer's Birthday by David McKee	Lunch at Ten Pomegranate Street by Felicita Sala	Jolly Postman Christmas by Allan Ahlberg
Vocabulary	bonfire night safety hot cold celebrate light	goal achievement perseverance celebrate resilience	wedding bride groom invite bouquet culture acceptance	birthday family tradition belief religion acceptance	taste smell same different culture acceptance	Christmas weather celebrate culture Hanukkah
Area of Learning						
Communication and Language Speaking Listening Attention and Understanding	LTP: To develop some talk with others to help organise thinking, work out problems and explain. LO: To discuss bonfire night. Discuss bonfire night – Talk about Guy Fawkes and how it started.	LTP: To enjoy talking to others. LO: To hold a conversation with a peer. Activity: To look at artwork inspired by Yayoi Kusama and talk with each other about what they like and dislike about it.	LTP: To use talk to take on different roles in imaginative play. LO: To use extended vocabulary to role play a wedding. Activity: Discuss and role play different types of celebrations of love. Talk about clothes to be worn in different celebrations.	LTP: To describe some events in detail. LO: To use extended vocabulary and adjectives to describe an event. Activity: Recall different celebrations, both those they personally celebrate and others that	LTP: To understand more complicated language, first, last might, maybe. LO: To understand and use first, last, and then within a recipe. Activity: To follow a recipe to create their own soup for Red Riding Hood's Grandma. Children to	LTP: To use talk to take part in a range of activities. LO: To develop their ability to ask questions and understand what is being asked of them. Activity: During a circle time, children will describe hidden items and guess



	Questions: Did anyone attend a fireworks/ bonfire display? What did you see? What did you hear? What did you smell?	Questions: How do you think the artist made this? What do you see in the picture? Do you like the picture? What do you think they could improve it with?	Questions: What happens at a wedding or celebration? What could you wear to use in your role play? Do you know how other people celebrate special days?	members of the class might celebrate. Demonstrate awareness and acceptance of difference and in what they celebrate and the way they celebrate. Birthdays— discuss when they were given their name and why we celebrate them. Questions: What did you do on your birthday? Who did you see on your birthday? Can you describe what happened? What colour was it ? Do you think we celebrate in the same way?	understand the different steps to creating a recipe and what recipes are for. Questions: What do we need to make this? What do we need first? What happens if we don't follow the recipe? Can you tell someone else how to make it?	what is hidden. Items to be linked to Christmas or from the story to support the book of the week. Questions: What could be hidden? It is.... I can feel.... I can smell... Do you think you could describe it?
PSED Managing Self Building Relationships	LTP: To understand they may need to wait their turn and can anticipate this including in group time. LO: To be able to follow rules and understand why they are important to keep us safe.	LTP: To take part in adult led practical challenges in a small group and in a large group for a short period.	LTP: To work in a pair or 3 to solve a problem with some support. LO: To work cooperatively with a peer to achieve a goal. Activity: Children to be split into pairs and given	LTP: To express likes and dislikes in food and to begin to understand some foods are less healthy than others but can be eaten in moderation. LO: To know and talk about different factors	LTP: To say likes and dislikes with food. LO: To express preferences. Activity: Talk about a food they really like and something they dislike.	LTP: To be willing to try new challenges and to develop resilience try to do something difficult they want to achieve. LO: To show resilience and



	Discussion about bonfire night and what do we have to do to keep safe. Questions: What are the dangers during bonfire night? How can we stay safe?	LO: To build constructive and respectful relationships. Activity: Children to complete a gallery walk once all children have created a dot picture. Children to talk about what they have created and say positives about other people's work. Questions: What do you like about your friend's work? How is it like your own? How is it different? How does it make you feel to have others say nice things about your work?	some construction materials (wooden blocks). Tell them that they need to make a beautiful and tall wedding cake. How tall can they make it without it falling over? Questions: How can you work as a team? How can you make your cake tall without it falling?	that support their health and wellbeing. Activity: To discuss the food that Elmer had at his party. Look at pictures from the party and talk about who likes them and dislikes them. Can children understand they can have all food in moderation? Questions: What food can you see? Which of the food do you like? Which do you dislike? Can you tell us why? Do you know how to keep your body healthy? Can you explain that all food is ok 'sometimes'?	Questions: Which is your favourite food? Why do you like it? What don't you like to eat? Why?	perseverance in the face of challenge. Activity: New Year's resolutions – links to giving/ being a good friend. What do children want to achieve next year? Questions: What are you excited about in the new year? What do you want to be even better at? What would you like to learn? How could you achieve ____? How could you help yourself stick to something when it is hard?
Physical Development Fine Motor	Gross - LTP: To use lots of different way of moving	Gross - LTP: Climb under over, and through obstacles	Gross – LTP: To use correct	Gross - LTP: To use lots of different way of	Gross - LTP: To use lots of different way of	Gross - LTP: To use lots of different way of



Gross Motor	and travelling appropriately- rolling crawling, running jumping and running. LO: I am learning to roll safely and confidently. Activity: Find a hill or slope in the school. Show children how to roll down the hill/slope safely, stopping themselves at the bottom. Questions: How do you need to position your body so that you are safe? How could you stop yourself at the bottom?	and travel around obstacles safely. LO: I am learning to keep myself safe whilst moving around. Activity: Children to build and then complete an obstacle course. Questions: How could you build the obstacle course so that it is challenging but safe for you? How could you make it so you must move over it in different ways? How can you ensure that you are safe whilst moving?	actions and use them in nursery rhymes. LO: I can sing nursery rhymes and use actions when doing so. Activity: Provide children with a bag of known nursery rhymes. Can they pick one out and perform it for peers using the corresponding actions. Questions: Which nursery rhymes did you pick out? What actions go along with the nursery rhyme? Can you perform it?	moving and travelling appropriately- rolling crawling, running jumping and running. LO: I am learning to crawl safely and confidently. Activity: Ask children to map out a course around the outside area. Can they do it by crawling? Questions: How can you balance your body if you are crawling? How will you move around safely?	moving and travelling appropriately- rolling crawling, running jumping and running. LO: I am learning to jump safely and skilfully. Activity: Provide children with some hoops and show them how to arrange them on the ground. Can children jump from hoop to hoop without falling out of the hoops. Questions: How could you lay out the hoops? Can you make it harder/easier to jump from hoop to hoop? Could you try and use one leg/two legs?	moving and travelling appropriately- rolling crawling, running jumping. LO: I am learning to move my body with skill and coordination in a range of ways. Activity: Set out a start and finish line and provide a range of movement cards. Children to pick a card and race using that movement. Questions: How can you move faster using the type of movement you have picked? How can you make sure it is safe? Can you challenge yourself?
	Fine - LTP: To manipulate a range of tools and equipment in one hand.	Fine - LTP: To manipulate a range of tools and equipment in one hand.	Fine - LTP: To manipulate a range of tools and equipment in one hand.	Fine - LTP: To manipulate a range of tools and	Fine - LTP: To manipulate a range of tools and	Fine - LTP: To manipulate a range of tools and



	LO: I am learning to develop my fine motor skills Activity: Children to use hammers and golf tees to knock tees into pumpkins. Questions: How can you make sure you do not hurt your fingers? How is it best to hold the golf tee? How hard do you think you need to hit it?	LO: I am learning to develop my fine motor skills Activity: Children to use coloured sticky 'dots' to complete pictures. Questions: How is it best to peel off each sticker? Which colours will you use? Can you make a pattern?	LO: I am learning to develop my fine motor skills Activity: Wrap string around a cardboard heart cut out. Questions: Can you wrap the wool around the card? How can we secure the wool around the card so that it doesn't come off? How can you secure the wool when you are finished?	equipment in one hand. LO: I am learning to develop my fine motor skills Activity: Playdough birthday cakes – children to decorate, piping bags for shaving foam decoration. Questions: What have you used to decorate your cakes? Can you add decorations on? Have you ever seen a birthday cake? Could we make it taller?	equipment in one hand. LO: I am learning to develop my fine motor skills Activity: Provide children with a range of foods, chopping boards and knives. Can the children explore the foods and cut them up into small bits. Questions: How do we have to be careful when using knives? What could you do with the food? How can we ensure we share it?	equipment in one hand. LO: I am learning to develop my fine motor skills Activity: Provide children with pipe cleaners in the shape of candy canes. Ask children to thread beads onto them. Questions: What colours could you use for the beads? How can we make a pattern with them? Is it easy or tricky? Why?
Literacy Comprehension Word Reading Writing	Linked to sounds taught during Phonics.					
Understanding the World Past and Present People, Culture and Communities The Natural World	LTP: To talk about similarities and differences LO: I can talk about some places being special to	LTP: To explore objects and photographs from the past. LO: I can talk about historical photographs and notice some things that may have changed.	LTP: To describe events of a celebration in sequence. LO: I can talk about different weddings, what happens first, next, last.	LTP: To talk about similarities and differences between where families are from or live and where they live.	LTP: To identify named features on their journey around their local area and beyond.	LTP: To compare and contrast characters from stories including figures from the past. LO: I can recognise similarities and



	members of their community. Activity: Look at special places such as churches, mosques, temples, etc. Discuss why these are special places. Questions: Who visits these places? What makes them special? Can you compare two special places?	Activity: Show children historical photographs of people. Can they see what things may look the same, what things look different? (You could begin by linking this to Guy Fawkes from the previous week to give the children some context). Questions: What can you notice about the pictures? What did we learn about Guy Fawkes? Why are we looking at these pictures? What has changed or what is the same?	Activity: Weddings around the world - Look at how weddings are celebrated differently in different cultures and discuss the similarities and differences. What happens during the event of each wedding? Questions: Do you remember ever going to a wedding? What happened at a wedding? Are they all the same? Can you talk to your friend about what happened?	LO: I can talk about different birthday celebrations from different places in the world. Activity: Discuss birthday traditions around the world. Children to discuss similarities and differences to how they celebrate their birthday. Questions: Can you talk about your birthday and what happened? I wonder if you can remember what presents you got? Are all birthdays the same or different? Does everyone celebrate birthdays?	LO: I can talk about special places and why they are special. (Recap from Week 1) Activity: Look at special places such as churches, mosques, temples, etc. Discuss why these are special places. Children to talk about if they have ever visited the places and where they went. Questions: Who visits these places? What makes them special? Can you compare two special places?	differences and talk about why Activity: Discuss some of the characters they have met throughout the story. Questions: Which characters did we met? Are they the same or different than... Can you talk about the character? Are they a nice or nasty character and why?
Computing	LTP: To understand how to use technology in a safe and healthy way.	LTP: To know how can help me when i feel worried.	LTP: To lean that an algorithm is a set of instructions to carry out a task.	LTP: To understand what a photo is.	LTP: To be able to choose an appropriate device to take a photograph.	LTP: To know how to navigate the technology to view the photography



	LO: I can talk about when to use technology in a safe and healthy way. Activity: Show pictures of tables, computers, smartphones, phones etc and ask questions about what they are. Show picture cards showing different scenarios ☑ A child asking an adult before using a tablet. ✗ A child using a phone alone in bed at night. ☑ A child taking a break after 20 minutes. ✗ A child watching scary videos. Can children sort them into safe and not safe pictures. Talk about how long you should be on screens for. Questions: What do you use technology for? What should I do if I am worried about something online? Why is it important to take breaks on screens? Who helps you use	LO: I can know who to go to when worried. Activity: During a circle time read a story about a person or animal who sees something online that makes them unsure or upset. Discuss with the children who they would go to if someone upset them online or if they were worried about something they had seen or heard. Questions: What should they do? Who can help them? What information do we give over the computer?	LO: I can complete or create my own algorithm. Activity: To watch an episode of Wonder Blocks and learn about stop start go. Understand what an algorithm is and what we use them on. Wonderblocks - BBC iPlayer Questions: What steps did you take to do that? What would happen if we did the steps in the wrong order? Can you give me instructions like a robot?	LO: I can talk about what a photo is. Activity: Ask children to bring in pictures from their birthdays or someone else's birthday. Talk about what a picture is, how we take them and why we might take them. Questions: What do you see in this photo? How is photo different from a drawing? Why do people take photos? Have you ever had your photo taken?	LO: I can choose an item around the classroom to take a picture with. Activity: To talk about what can be used to take photos. Children to pick an item that they think could take a photo and discuss if it can or not. Questions: What can you use to take a photo? What do you need to do before you take a photo? What makes a good photo?	LO: I can use the item to find the picture I took and view what I did. Activity: To use an iPad or camera to take pictures around the room. Children to use the same technology to view their work and talk about why they took a picture of that item. Questions: How can you find the photo you just took? What do you press to look at more photos? What do you do if you can't find a photo? Can you show a friend how to look at a photo on the iPad?
--	---	--	--	--	---	---



	technology safely at home or school?					
Expressive Arts and Design Creating With Materials Being Imaginative and Expressive	LTP: To construct with a purpose in mind and selecting resources. LO: I can construct with a purpose in mind to create art linked to bonfire night. Activity: Use a variety of resources and objects to paint a firework picture of the night sky. Questions: What colours have you used? Have you seen those colours in the sky? What have you used to create it with?	LTP: To sustain concentration and control when using simple tools and techniques competently and appropriately. LO: I can use cotton buds independently to create with. Activity: Create a picture out of dots using paint and cotton buds (inspired by Yayoi Kusama). Questions: What tools are you using and what is it for? How do you make sure you're using it carefully? Can you show me how you used your tool to make that?	LTP: To begin to be interested in and describe the texture of things. LO: I can talk about the textures I have used in my art work. Activity: Make a bouquet of flowers using a range of different materials Questions: What can you feel ? Can you use your senses to describe what it is? Could you add anything else to your work to improve it?	LTP: To listen attentively, move to and talk about music expressing their feelings and responses. LO: I can move to the music following steps or my own rhythm. Activity: Create a pretend birthday parade for Elmer. Children to dance around the room in a conga line or free movement circle. Use instruments to add to the dancing if needed. Children to talk about what they do through the music and what they like about the music. Questions: What did you hear in the music? Was it loud or quiet? How did the music	LTP: To draw with increasing complexity and detail. LO: I can look carefully at what I am drawing. Activity: Still life drawing of food. Questions: What can you see? What colours are you using?	LTP: To develop their fine motor skills so that they can use a range of tools competently, safely and confidently. LO: I can use a needle and thread to start to sew with. Activity: Christmas decorations - sewing a felt stocking. Questions: What can you create? How do we attach this? What could go on next? Music – Sing Christmas songs.



				make your body want to move?		
Climate Curriculum	<i>Below are Climate Curriculum statements that are ongoing and can lend themselves to learning in the EYFS:</i> Know that we can use our five senses to explore and celebrate different colours, textures and smells in nature. Name habitats of animals both locally and globally. Know that animals need shelter to survive. Understand that some human activities are kinder to the planet than others e.g. walking instead of driving and wood vs plastic. Know about and take part in positive play experiences which can positively impact the world (watering plants, litter collection, rain water collection). 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 is taught through White Rose scheme. You can find out more at [Reception maths resources](#) | [White Rose Education](#)

Phonics is taught through Read Write Inc scheme. You can find out more at www.ruthmiskin.com