

Topic: All That Glitters Festivals and Celebrations

Term: Autumn 2 Class: Reception

MAIN LEARNING OBJECTIVES THIS WEEK						
COMM & LANG	LITERACY	MATHS	PSED	PHYSICAL DEVELOPMENT	UNDERSTANDING OF THE WORLD	EXP ARTS & DESIGN
• Enjoy listening to longer stories and can remember much of what happens. • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Use a wider range of vocabulary. • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend	• Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such	• Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1, 2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. • Talk about and explore 2D (for example, circles, rectangles, triangles and) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.	• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the	• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the	• Use all their senses in hands-on exploration of natural materials. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. • Explore how things work. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Continue developing positive attitudes about the differences between people.	• Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing

and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately.	• Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. • Combine shapes to make new ones – an arch, a bigger triangle, etc.	game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', and 'angry' or 'worried'. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.	setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand.	complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour-mixing. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.
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Week One : Bonfire Night

Key Questions: What would you need for a firework party? How can you stay safe during fireworks night?

Texts/visits/basis of learning/ thread

Stunning start- KS1 & R Firework art/ dance

Planning a fireworks party

Bonfire role-play area

The Old Woman and the pumpkin- traditional tale from India

	Learning and teaching activities
	• Write a shopping list for a fireworks party • Fireworks safety video/ Fireman Sam • Maths: fireworks bingo (1more / 1less) • Art: fireworks art • P.E : fireworks dancing • Seasons walk and artwork for display • Sequence story – create story map • Pencil control fireworks • Recognise initial sounds • U o W Look at animals/ foods from India • Maths- Its me 1,2,3

<https://www.bing.com/videos/search?q=firework+safety+video+for+kids&view=detail&mid=6C7DF9E3155DC78D64C96C7DF9E3155DC78D64C9&FORM=VIRE>

Week Two : Diwali

Key Questions: What is Diwali? How do Hindu's celebrate Diwali?

Texts/visits/basis of learning/ thread

Festivals DVD

Learning and teaching activities

- Read the story of 'Rama and Sita' and re-tell / role-play the story using masks/props
- Art: make clay divas
- Paper diva lamps for display
- Watch DVD Festivals
- Rangoli colouring
- Make Rangoli patterns in playground outside classroom
- Mehndi handprint patterns on IWB
- Make Coconut Burfi sweets
- Numicon : counting and ordering
- I can write my name- challenge books
- Printing fireworks picture with fork-piepcleaner art
- Maths- recognise 1,2,3/ record on rocket
- Phonics assessments
- Parents Eve
- Remembrance day- oil pastel poppies for window
- RE- begin nativity display
- RE Angel Gabriel- photo with feathers

Week Three : Anti Bullying Week**Key Questions: Texts/visits/basis of learning/ thread**

Elmer-

Giraffe is left out book

Learning and teaching activities

- Wear Odd socks to school
- Listen to BBC Odd socks song
- Decorate odd socks picture
- Glitter kindness stars
- Elmer collage- celebrate differences
- Maths- dominoes- finding 1,2,3
- Children In Need day
- RE add oil pastel donkeys to display
- RE- draw Mary and Joseph walking to Bethlehem on a donkey
- ART drawing donkeys from observation (photographs)
- Re- make angels using salt dough and cutters
- PSHE- Squeak the puppet show
- I can show kindness by.....
- RE- Begin Ned the donkey journey – take Ned home and fill out journal
- RE- who was in the stable to night Jesus was born? (assessment)
- RE sheep art- finger printing
- RE advent wreaths using paper plates and card
- Nativity show for all parents

Week Four : Birthdays Key Questions: How do you celebrate your birthday? What is a birthday? Texts/visits/basis of learning/ thread Maisy's Birthday Kippers Birthday Belle and Boo and the Birthday Surprise by Mandy Sutcliffe Happy Birthday Hugless Douglas!	
	Learning and teaching activities
.	• Make a birthday card for Fergus • Party role-play area • Children bring in a photo of a recent birthday and share it with the class. • One less than using presents • Counting candles on a cake • Beebot: party mat • I can write my name • Writing some key birthday vocab (busy groups) • Invite from Fergus to his birthday • RSVP to Fergus • Write a birthday card to Fergus • Maths- 2D shape repeating patterns • Maths- Hunt around the school for circles and triangles • Literacy- traditional games- instruction writing how to play.... Pin the tail on the donkey/ pass parcel/ musical statues/ musical bumps/musical chairs • Learn rule of different party games- pass parcel demo • Watch how Maisy Cousins draws Maisy mouse and try and draw here ourselves • RE- write a thank you letter to the kind cow for letting Jesus stay in the stable

Week Six: Christmas Key Questions: Texts/visits/basis of learning/ thread Dear Santa by Rod Campbell (Talk for writing) Nativity story – variety The Owl and the Star	
	Learning and teaching activities
	• Learn about the advent wreath and candles • Sequence the nativity story • Make Christmas cards • Santa’s workshop roleplay area • Talk for Writing: ‘Dear Santa’ • Class advent calendar • Make Christmas decorations • Make stained glass window biscuits • Numicon add one more

Week Six: Christmas

Key Questions:

Texts/visits/basis of learning/ thread

Dear Santa by Rod Campbell (Talk for writing)

Nativity story – variety

The owl and the Star

Fabulous Finish- Christmas party

	Learning and teaching activities
	• Tallest / shortest Christmas trees • Estimating using Christmas boxes • Christmas lunch- wear a Christmas jumper day • Big paper- draw the journey Mary rode on the donkey • Maths – repeating patterns • Nativity collage- paint stable/ photo of animals/ fineliners Mary & Joseph/ glitter star • RE Bethlehem house collage • Art- Angels using doilies • RE Fineliners- draw Mary & Joseph