

## Early Years Foundation Stage Medium Term Plan Reception Cycle A - Autumn 2

|  |  |   |  |   |                               |   |   |
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| Theme:<br>Autumn 2 2022<br><br><i>Twinkly Lights &amp; Gloomy Nights</i>   | <b>Week 1</b><br><br>31.10.22  | <b>Week 2</b><br><br>7.11.22  | <b>Week 3</b><br><br>14.11.22                            | <b>Week 4</b><br><br>21.11.22<br>(4 Days)   | <b>Week 5</b><br><br>28.11.22 | <b>Week 6</b><br><br>5.12.22  | <b>Week 7 &amp; 8</b><br><br>12.12.22<br>19.12.22<br>(3 days) |
| Focus:   | Diwali<br>Guy Fawkes<br>Fireworks  | Remembrance<br>Light and Dark<br>Nocturnal<br>animals                                   | WORLD<br>NURSERY<br>RHYME WEEK                           | Seasonal<br>Changes<br>Walk to Holy<br>Trinity Church:<br>(shape, colour,<br>environmental<br>print)        | Advent                        | Christmas<br>Story  | Hanukkah<br>Christingle                                       |
| In EYFS we have flexibility within our curriculum as we like to follow the children's interests and see where that leads us. |  |   |  |   |                               |   |   |
| Important Dates:   | Diwali<br>Fireworks Wow<br>Day   | Remembrance<br>Bonfire Night  | Anti-Bullying<br>Day (Reach Out)<br>Children in<br>Need  | World Cup<br>Workshop   | St Andrew's<br>Day            | Assessment<br>Week<br>Christmas Fair  | Panto<br>EYFS Nativity<br>Sing Assembly<br>Christingle        |
| Opportunities for<br>Exploring Diversity<br>& Equality:  | Festivals<br>Stories from special books<br>Visit to the church<br>Visitor - Hanukkah<br>Songs and stories from a range of faiths and festivals |   |  |   |                               |   |   |
| Books  | Rama and Sita<br>Guy Fawkes: Non-<br>fiction   | Owl Babies<br>Handa's Noisy<br>Night<br>Non-fiction books<br>about nocturnal<br>animals | Nursery Rhymes<br>Stories based<br>around<br>friendships | Kipper's Snowy<br>day<br>Atlas<br>Brown Bear<br>Mixed Up<br>Chameleon<br>Anna's amazing<br>glasses<br>Elmer | St Andrew's Day               | Bible - Nativity<br>The Jolly<br>Christmas<br>Postman<br>Stick man<br>The Snowman<br>Father Christmas<br>Elmer's Christmas<br>Elmer and Papa<br>Red | Shmelf the<br>Hanukkah Elf                                    |

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| <b>Communication and Language</b>  | <p><b>Development Matters</b><br/>How to be a good listener - use visual prompts as a reminder<br/>Good sitting, keep hands still, look at speaker, hear what is said, think about it</p> <p><b>Listening and Attention</b><br/>Engage in story times.<br/>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.<br/>Listen carefully to rhymes and songs, paying attention to how they sound.<br/>Learn rhymes, poems and songs.<br/>Engage in non-fiction books.<br/>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p><b>Understanding</b><br/>Understanding use of objects.<br/>Responding to simple instructions, extending to more complex two part instructions.<br/>Modelling 'how' and 'why' questions through stories, Adult Direct activities and CIL time.<br/>Asking who, what, when, how questions: What can you tell me about....?<br/>Use of prepositions and directions - link to Maths</p> <p><b>Speaking</b><br/>Extending vocabulary of words reflect their experiences through our topic of traditional tales/Summer.<br/>Scaffold children's talk about their learning and experiences - model complex sentences, asking questions. (links to literacy)<br/>Articulate their ideas and thoughts in well-formed sentences<br/>Describe events in some detail</p> |   |                                |  |                        |                       |  |

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| Personal, Social and Emotional Development                               | Self-Regulation                 | Separate from carer with adult support<br>Understand feelings/emotions and talk about them<br>Adapt behaviour to different events, social situations and changes in routine   |  |   |   |   |   |  |
|  | Managing Self                   | <ul style="list-style-type: none"> <li>• Re-establish classroom and outdoor rules especially linked to CIL time.</li> <li>• Catch children being good photo's and discuss.</li> <li>• Talk about the day using a visual timetable</li> <li>• Lining up and behaving appropriately for assembly</li> </ul> |  |   |   |   |   |  |
|  | Building Relationships          | Scaffolding and modeling how to make a friend and play; sharing and taking turns  |  |   |   |   |   |  |
|  | JIGSAW - Celebrating Difference | To identify something I am good at and understand everyone is good at different things  | To understand that being different makes us all special. | To know we are all different but the same in some ways. | To tell you why I think my home is special to me.   | To tell others how to be a kind friend. | To know which words to use to stand up for myself when someone says or does something unkind. |  |

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| Physical Development   | Small/Fine<br>Motor Skills   | Links to all areas of learning - using construction, writing, using media and materials, maths<br><ul style="list-style-type: none"> <li>• Uses one-handed tools and equipment - scissors, different sized paintbrushes, printing tools, mark making tools, hole punch, saw, hammer, stapler, tape dispenser, sellotape, cookery utensils,</li> <li>• Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>• Holds pencil near point between first two fingers and thumb and uses it with good control.</li> <li>• Can copy some letters, e.g. letters from their name.</li> </ul> |   |  |                        |                       |  |
|  | Linked to PSED<br>(Managing Self)  | How do we wash our hands properly? Why do we need to wash our hands?   | Understand that we need to use equipment and tools safely - outside area/PE - games/ small tools e.g. scissors carrying them safely   |  |                        |                       |  |
|  |  |  | Healthy eating - healthy heroes<br>What kind of food do Super learners need give them energy, be strong and healthy?<br>Introduce new food at snack time can chn try some super veggies/fruits? |  |                        |                       |  |
|  | Dressing/ Observing the effect of activity on our bodies - link to PE/ Outside area during CIL time<br><br>Know and talk about the different factors that support their overall health and wellbeing:<br><ul style="list-style-type: none"> <li>- regular physical activity</li> <li>- healthy eating</li> <li>- tooth brushing</li> <li>- sensible amounts of 'screen time'</li> <li>- having a good sleep routine</li> <li>- being a safe pedestrian</li> </ul> Safety when travelling and crossing the road |  |   |  |                        |                       |  |

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| <b>See Get Set 4 PE discrete PE Planning</b>                                 |  |  |  |  |   |   |  |
| <b>Gym - Unit 2</b>  | <b>Theme: Jack and the Beanstalk</b><br>To create short sequences using shapes, balances and travelling actions.   | <b>Theme: Jack and the Beanstalk</b><br>To develop balancing and safely using apparatus.               | <b>Theme: Jack and the Beanstalk</b><br>To develop jumping and landing safely from a height.               | <b>Theme: Goldilocks and the Three Bears</b><br>To develop rocking and rolling.                                      | <b>Theme: Goldilocks and the Three Bears</b><br>To explore travelling around, over and through apparatus. | <b>Theme: Goldilocks and the Three Bears</b><br>To create sequences using apparatus.            |  |
| <b>Dance - Unit 2</b>  | <b>Theme: at the seaside</b><br>To copy, repeat and explore actions in response to a theme.  | <b>Theme: under the sea</b><br>To explore and remember actions considering level, shape and direction. | <b>Theme: at the fireworks display</b><br>To explore movement using a prop with control and co-ordination. | <b>Theme: at the fireworks display</b><br>To move with control and co-ordination, expressing ideas through movement. | <b>Theme: at the farm</b><br>To remember and repeat actions moving in time with the music.                | <b>Theme: at the farm</b><br>To explore actions in response to a theme and begin to use counts. |  |
| <b>Gross Motor Skills</b>  | <p>Revise and refine the fundamental movement skills they have already acquired:<br/>- rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.<br/>Develop overall body-strength, balance, co-ordination and agility.<br/>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> |  |  |  |   |   |  |

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| Literacy   | Phonics<br><br>Letters and<br>Sounds:<br>Phase 1, 2 & 3   | Phase 1 activities: Focus on Oral<br>blending and segmenting.<br><br><b>Consolidation of Phase 2 Graphemes</b>       |   | Teach Phase 3<br>set 6 letters<br><b>j, v, w, x</b>  | Teach Phase 3<br>set 7 letters<br><b>y, z, zz, qu</b>  | Teach Phase 3<br>letters<br><b>ch, sh, th/th, ng</b>                         | Teach Phase 3<br>letters<br><b>ai, igh, ee,</b>   | Teach Phase 3<br>letters<br><b>oa, oo/oo</b> |
|  | Reading   | Rama and Sita<br>Guy Fawkes: Non-<br>fiction   | Owl Babies<br>Handa's Noisy<br>Night<br>Non-fiction books<br>about nocturnal<br>animals | Nursery Rhymes<br>Stories based<br>around<br>friendships   | Kipper's Snowy day<br>Atlas<br>Brown Bear<br>Mixed Up<br>Chameleon<br>Anna's amazing<br>glasses<br>Elmer | St Andrew's Day  | Bible - Nativity<br>The Jolly Christmas<br>Postman<br>Stick man<br>The Snowman<br>Father Christmas<br>Elmer's Christmas<br>Elmer and Papa Red | Shmelf the<br>Hanukkah Elf                   |
|  | Writing   | Letter formation and handwriting skills<br>Ongoing writing opportunities within the Role Play Area and Graphics Area |   |  |  |  |   |  |
|  | <b>Literacy Focus:</b><br><br>Shared Writing<br>linked to holiday<br>news and Role Play<br>area | <b>Literacy Focus:</b><br><br>Shared writing<br>Linked to<br>Remembrance   | <b>Literacy Focus:</b><br><br>Shared writing<br>Nursery Rhyme<br>labels                 | <b>Literacy Focus:</b><br><br>Shared writing<br>Thank you letter<br>for the church                   | <b>Literacy Focus:</b><br><br>Shared writing<br>linked to<br>Phonics/keywords<br>and daily big books     | <b>Literacy Focus:</b><br><br>Shared writing<br>linked to<br>Christmas Story | <b>Literacy Focus:</b><br><br>Shared writing<br>linked to Christmas   |  |

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| <b>Herts Reception<br/>Essentials<br/>Planning</b>                           | <b>RLS4 Pattern Recognition</b><br><br>Notice, describe and extend patterns. In repeating patterns, they think about what part is repeated<br><br><b>Step 1:</b> Comparing patterns - what's the same/different?<br><br><b>Step 2:</b> Continuing a pattern with a given unit of repeat<br><br><b>Step 3:</b> Identifying the unit of repeat and describing in many contexts<br><br><b>Step 4:</b> Creating varied patterns and independently deciding upon the unit of repeat |  | <b>RSL5 Classification</b><br><br>Compare and classify objects using given criteria and own ideas Compare the amount within groups after classification<br><br><b>Step 1:</b> Identify objects that could be added to a set using given criteria<br><br><b>Step 2:</b> Identify an attribute that enables a collection to be classified and then sort into those that belong and those that don't<br><br><b>Step 3:</b> Identify an attribute that enables a collection to be classified into multiple groups<br><br><b>Step 4:</b> Create sets where some objects don't meet any criteria and some create an intersection by meeting both<br><br><b>Step 5:</b> Compare the groups after being classified |  |                        | <b>RSL6 Counting the Sort (including Cardinality)</b><br><br>Accurately count a set of items, give the value of the set and be able to compare this to the amounts in other sets<br><br><b>Step 1:</b> Touching a small set of similar objects (more than one) one at a time and using counting to establish the value of the set<br><br><b>Step 2:</b> Comparing sets of mixed objects by their values through counting and matching values in grids to numerals<br><br><b>Step 3:</b> Using number names to count and compare sets of objects when their representations are not identical<br><br><b>Step 4:</b> Understanding that counting is a tool to identify a quantity (not just a sequence of number names) and using this skill purposefully |  |

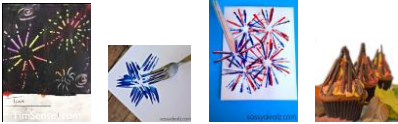









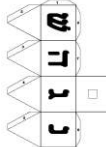

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| Understanding the World  | The natural<br>World  | Ongoing observations of the changing natural environment and seasons   |   |   |  |  |  |   |
|  |   | Looking at the<br>night sky<br>What happens in<br>the world at night<br>time?<br>Firework safety<br>Colours  | Hibernation<br>Animals in winter<br>Making animal<br>homes/animal<br>feeders  |   | Colours/Shapes in<br>the environment<br><br>Making a map of<br>walk.   |  |  |   |
|  | People, Cultures<br>and Communities                         | Who is Guy<br>Fawkes?<br>Why do we<br>celebrate bonfire<br>night?<br><br>Festival's DVD<br>Cbeebies<br>How do Hindus<br>celebrate Diwali?<br>Story of Rama and<br>Sita using masks<br>Temples/shrines in<br>the home<br>Indian Culture | Identify light and dark places.<br>Interactive science area with torches<br>reflective materials, mirrors,<br>kaleidoscopes etc.<br>Put out a big thick blankets/ light and<br>dark tents and encourage children to<br>crawl under or in it and describe what<br>they can see and hear. |   | Explore a selection<br>of light sources<br>and draw pictures<br>Look through<br>coloured<br>cellophane paper-<br>explore the<br>effects. | What is Advent?<br>What happens at Christmas?<br>Who celebrates Christmas?<br>How is Christmas celebrated by<br>Christians? (cards, crackers, food,<br>presents, church) | How do Jews<br>celebrate<br>Hanukkah?<br>Going to the<br>Synagogue |   |
|  |   |  |   |   |  |  |  | Explore how some things are dull and others are shiny. (shiny<br>reflects light)<br>Reflective clothing in the dark/safety<br>History - link to the Xmas story, bringing Xmas gifts |
| Technology   | Ongoing use of technological toys and devices               |  |   |   |  |  |  |   |
|  | Discrete ICT<br>Purple Mash -<br>Fireworks Paint<br>Project | Discrete ICT<br>Purple Mash -<br>Paint Project - Owl<br>Babies   | Discrete ICT<br><a href="https://www.scootle.edu.au/ec/viewing/L7857/index.html#">https://www.scootle.edu.au/ec/viewing/L7857/index.html#</a>   | Discrete ICT<br>Purple Mash -<br>Season Jigsaws | Discrete ICT<br>Purple Mash -<br>Paint Project - Christmas   |  |  |   |



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| Expressive Arts and Design | Creating with Materials  | <p><b>Ongoing - Autumn Art</b><br/>Printing, rubbings and painting pictures of trees and leaves in our environment</p>                        |   |  |  |  |  |
|                            | <p>Bonfire collage<br/>Use appropriate joining techniques to make 3D fireworks - rockets, Catherine wheels Sparklers</p>  <p>Listening Handels Firework Music - how does it make you feel?</p> <p>Small brush painting of brown mendhi hand patterns,<br/>Doilies painting/sponging on material to make rangoli patterns</p>  <p>Use glue spreader with increasing control to make rice rangoli patterns<br/>Clay lantern thumb pot divas</p>  <p>Firework Biscuits</p>  <p>Painting in response to Indian music<br/>Poppies for Remembrance Day</p> | <p>Discover what happens when you mix colours:</p> <p>Mix primary colours</p> <p>Add white/black to primary colours</p> <p>Shadow puppets</p> | <p>Construction techniques:<br/>Looking at shapes/pictures in order to construct with a purpose in mind (link to maths/walk)</p> <p>Making a 3D map of walk</p> | <p>Christmas craft - collage technique/ combining different media</p>   <p>Christmas biscuits and Shortbread stars<br/>3D Christmas figures<br/>Christmas decorations - salt dough</p> <p>Christmas Cards</p>  | <p>Hand print menorahs</p>  <p>Using different types of construction to make Menorahs?</p>   <p>Make our own Dreidels and play game</p>  <p>Lollypop sticks star</p>  |  |  |

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| <b>Being<br/>Imaginative and<br/>Expressive</b>                              | Role Play/Small world ideas: School   |  |   |  | Santa's Grotto/workshop                |  |  |
|  | <b>Music: (Music Express) Beyond the Stars - 4 lessons</b><br><b>Sing up: <a href="https://www.singup.org/music/sing-up-music-curriculum/sing-up-music/reception-term-one">https://www.singup.org/music/sing-up-music-curriculum/sing-up-music/reception-term-one</a></b> |  |   |  |  |  |  |
|  | <b>Sing Up - Witch<br/>Witch</b><br><br>Songs:<br>1 little, 2 little<br>3 little<br>fireworks<br><br>10 Little<br>fireworks (10<br>green bottles<br>tune)   | <b>Sing Up - Witch<br/>Witch</b>                             | <b>Sing Up - Witch<br/>Witch</b><br><br>Nursery<br>Rhymes | Songs for the<br>Christmas<br>Assembly   | Songs for the<br>Christmas<br>Assembly | Songs for the<br>Christmas<br>Assembly | Songs for the<br>Christingle                       |