

Reception Medium Term Plan-Autumn 2 - Sky's the Limit

Monday 6th December 2023- Wednesday 20th December 2023

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6/7																		
<div>PSHE</div> <div>1 Decision</div> <div>PSED</div>	<div>Managing friendships and social interactions</div> <div>Blue learns to share</div> <div>Build constructive and respectful relationships</div> <div>Express their feelings and consider the feelings of others</div> <div>Zones of regulation</div>		<div>Being aware of our own needs and having empathy for and understanding of others</div> <div>Why does purple play differently?</div> <div>Think about the perspectives of others</div> <div>Express their feelings and consider the feelings of others</div>		<div>Understands that sometimes we have to do things that we don't like doing</div> <div>Rainbow helps at home</div> <div>Show resilience and perseverance in the face of challenge</div> <div>Think about the perspectives of others</div>	<div>Developing a sense of responsibility</div> <div>Yellows bedtime</div> <div>See themselves as a valuable individual</div> <div>Build constructive and respectful relationships</div>																		
<div>Literacy</div> <div>Communication and Language</div>	<div>Look Up!</div> <div>To listen attentively in a range of situations</div> <div>To listen to stories anticipating key events</div>	<div>Look Up!</div> <div>To speak in a familiar group</div> <div>To talk about their own ideas.</div>	<div>Look Up!</div> <div>To talk about how they and others show feelings</div> <div>To talk about the features of their immediate environment and how environments may vary</div>	<div>Look Up!</div> <div>To use past present and future forms accurately when talking about events that have happened and those that might happen in the future.</div>	<div>Look Up!</div> <div>To speak in a familiar group</div> <div>To develop own narratives and explanations by connecting ideas and events.</div>	<div>Look Up!</div> <div>To speak in a familiar group</div> <div>To develop own narratives and explanations by connecting ideas and events.</div>																		
<div>Reading</div>		<div>To be able to read and understand simple sentences</div>	<div>To demonstrate understanding when talking about what they have read</div>		<div>To be able to read and understand simple sentences</div> <div>To demonstrate an understanding when talking to others about what they have read</div>																			
<div>Writing</div>	<div>To spell some words correctly and others phonetically plausible</div>		<div>To use phonic knowledge to write words in ways which match their spoken sounds</div> <div>To write simple sentences</div>	<div>To write using some known graphemes</div>	<div>To write using some known graphemes</div>	<div>To write using some known graphemes</div> <div>To spell some words correctly and others phonetically plausible</div>																		
<div>Phonics</div>	<table><tr><th></th><th>Phase 2 graphemes</th><th>New tricky words</th></tr><tr><td>Week 1</td><td>ff ll ss j</td><td>put* pull* full* as</td></tr><tr><td>Week 2</td><td>v w x y</td><td>and has his her</td></tr><tr><td>Week 3</td><td>z zz qu words with s /s/ added at the end (hats sits) ch</td><td>go no to into</td></tr><tr><td>Week 4</td><td>sh th ng nk</td><td>she push* he of</td></tr><tr><td>Week 5</td><td><div>• words with s /s/ added at the end (hats sits)</div><div>• words ending s /z/ (his) and with s /z/ added at the end (bags)</div></td><td>we me be</td></tr></table>							Phase 2 graphemes	New tricky words	Week 1	ff ll ss j	put* pull* full* as	Week 2	v w x y	and has his her	Week 3	z zz qu words with s /s/ added at the end (hats sits) ch	go no to into	Week 4	sh th ng nk	she push* he of	Week 5	<div>• words with s /s/ added at the end (hats sits)</div> <div>• words ending s /z/ (his) and with s /z/ added at the end (bags)</div>	we me be
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<div>Maths</div> <div>White Rose Maths</div>	<div>'It's Me 1, 2, 3'</div> <div>Ways of Representing 1 2 3</div> <div>Subitising and counting collections of 1 2 or 3 objects</div>	<div>'It's Me 1, 2, 3'</div> <div>Composition of 123</div> <div>Number bonds for numbers to 3</div>	<div>'It's Me 1, 2, 3' / 'Light and Dark'</div> <div>Circles and triangles</div> <div>The properties of circles and triangles</div>	<div>'Light and Dark'</div> <div>Four</div> <div>Match number names to numerals</div> <div>Cardinal number</div>	<div>'Light and Dark'</div> <div>One more one less</div> <div>Representing numbers using five frame</div> <div>Adding and taking away one</div>	<div>'Light and Dark'</div> <div>Shapes with four sides</div> <div>Properties of squares and rectangles</div> <div>Shapes in everyday objects</div>																		

	Use their own marks to represent 123 Comparing 1 2 3 Count on and back using one more and one less		Making circles and triangles Four Children count on and back to 4 Subitise and count up to four objects	Five Representation of five objects Subitising and counting five objects		Building squares and rectangles Night and day Ordering events in their daily routine Measure time in simple ways.
Expressive Arts and Design Role play Using media	Role play – Space station Develop storylines in their pretend play Return to and build upon their previous learning, refining ideas and developing their ability to represent them Create collaboratively, sharing ideas, resources and skills				Christmas workshop Develop stor lines in their pretend play Return to and build upon their previous learning, refining ideas and developing their ability to represent them Create collaboratively, sharing ideas, resources and skills	
	Creating – Junk Modelling (Making Rockets)	Creating – Paintbrush skills (Flicking, dotting)	Creating – Colour Mixing (Blending of colours to represent the aurora lights)	Creating – Junk Modelling (Creating a space station)	Creating – Paintbrush Texture (Experimenting different paintbrushes)	Creating – Christmas Cards
	Explore, use and refine a variety of artistic effects to express their ideas and feelings Return to and build upon their previous learning, refining ideas and developing their ability to represent them Create collaboratively, sharing ideas, resources and skills					
Music Charanga ‘My stories’	Explore rhythms Explore high and low Create your own sounds Learn to sing nursery rhymes					
Understanding the World	Solar System Explore the natural world around them Recognise some environments that are different to the one in which they live	Planets Explore the natural world around them Recognise some environments that are different to the one in which they live	Aurora Lights Explore the natural world around them Describe what they hear, feel and see outside Recognise some environments that are different to the one in which they live	Transport Recognise some differences between life in this country and life in other countries	Historical Figures (Neil Armstrong, Mae Jemison, Tim Peake) Compare and contrast characters from stories and figures from the past Comment on images of familiar situations, including figures from the past	Nativity Compare and contrast characters from stories and figures from the past Recognise that people have different beliefs and celebrate special times in different ways
RE Why do Christians perform Nativity plays at Christmas	I can tell part of the nativity story e.g. when dressed as a character or using figures from a crib set	I can recognise something a family is doing at Christmas because they are Christians	I can recognise an image of Jesus e.g. in a nativity set, stained glass window, icon	I can talk about things that happen to me e.g. places I go at the weekend	I can talk about something interesting in a story about Jesus as an adult	I can talk about a person who is important or special to me
Gross motor skills	To move around safely in a space Develop overall body-strength, balance coordination and agility	To follow instructions and stop safely	To stop safely and develop control while using equipment Safely use a range of equipment alone and in a group	To follow instructions and play safely in a group Safely use a range of equipment alone and in a group	To follow a path and take turns Revise and refine the fundamental movement skills including jumping, running, hopping, skipping To combine different movements with ease and fluency	To work cooperatively with a partner

PE Get set 4 PE dance	To copy, repeat and explore actions and responses to a theme	To explore and remember actions considering level, shape and direction	To explore movement using a prop with control and coordination	To move with control and coordination, expressing ideas through movement	To remember and repeat actions moving in time with music	To explore actions in response to a theme and begin to use counts
Fine motor skills	Scissor Skills (Creating different sized planets)	Playdough (Creating and designing planets)	Weaving (Colour combinations)	Threading (Transport threading)	Tweezers (Decorating Christmas Trees)	Pipettes (Create Starry Night)
	Develop their small motor skills so that they can use a range of tools competently, safely and confidently					