

Big Question: How do I celebrate? Final Outcome: Familiarity with celebrations within their family and school friends.

Themes/Interests  
/  
Lines of Enquiry

AUTUMN



BONFIRE NIGHT



REMEMBRANCE DAY



CHRISTMAS



Texts

Ongoing story time texts linking to other areas.

Fairy Tales including, ..



Autumn 2 Literacy texts



+ Daily songs, nursery rhymes and school/class songs.

Fiction – The Gingerbread Man story pattern – journey story Focus - story language including unfortunately and finally  
 Non fiction Mapping the journey Text Type -Recount  
 Poetry – World Nursery Rhyme week

Area of learning

Knowledge and Skills (Know how, know that, know the)

Revisit/ongoing throughout the year

Communication and Language

- Big Question: How do I celebrate?

Final Outcome: Familiarity with celebrations within their family and school friends.

Communication and Language

**Listening:**

Listen in familiar and new situations.

Engage in stories that are familiar and new with interest and enjoyment.

**Attention:**

Maintain attention in new situations e.g., whole school assembly or PE sessions in the hall.

Shift attention when required e.g., when given a clear prompt - 'name'.

**Respond:**

Make relevant comments when listening to a story and can answer 'why' questions.

Link events in a story to their own experiences.

*Ask questions to find out more and to check they understand what has been said to them.*

Respond to others appropriately in play.

*Engage in story times.**Engage in non-fiction book.***Understanding:***Follow instructions or a question with 2 parts in familiar situations.***Speaking:**

Use intonation to make meaning clear to others.

*Start a conversation with peers and familiar adults and continue it for many turns.*

Use simple conjunctions in talk to link thoughts 'and' 'because'.

Retell a simple event e.g., how scratched knee' Recognise words that rhyme or sound similar E.g., "Cat and hat".

*Develop social phrases – "Good morning, how are you?"*

Learn new vocabulary

Use new vocabulary in different contexts.

Use new vocabulary through the day in discussions and conversations.

Learn new rhymes, poems, and songs.

Listen to and talk about stories to build familiarity and understanding.

interventions

Discovering Passions

Tell me a story - retelling stories

Story language

Listening and responding to stories

Following instructions

Takes part in discussion

Understand how to listen carefully and why listening is important.

Choose books that will develop their vocabulary.

Year Group: Reception

Term: Autumn 2

Name of Teacher: Ms Fiona Griffiths

Personal, Social and Emotional - Big Question: How do I celebrate? Final Outcome: Familiarity with celebrations within their family and school friends.

 Personal, Social  
and Emotional  
Development

 SCARF –see  
separate plan

 Valuing  
difference  
I'm special,  
You're special  
Same and  
different  
Same and  
different  
families  
Same and  
different  
homes  
I am caring  
I am a friend

RE – F2 Why is Christmas special to Christians?

What special stories about Jesus are in the Bible?  
Why do Christians perform Nativity plays at Christmas?  
Why do Christians celebrate Jesus' birthday?  
What special things do Christians do at Christmas to share God's love?  
What makes every single person unique and precious?  
How does the Christmas story tell Christians they are precious to God?

**Express feelings:**

Can show concern for others and show awareness of how their actions may impact on others.

Talk with others to solve conflicts.

Can identify how they are feeling on the zone of regulation board.

*Beginning to express their feelings and consider the perspectives of others.*

**Manage behaviour:**

Begin to take turns and share resources.

Can usually tolerate delay when needs are not immediately met.

**Self-awareness:**

Can talk about what they are doing and why.

**Independence:**

Can independently choose areas they would like to play in or resources they would like to use.

Can say when they help.

With some support can get dressed and undressed for PE sessions.

Can follow instructions with 2 parts.

**Collaboration:**

Begin to share and take turns.

**Social skills:**

*Continue to build constructive and respectful relationships.*

Seek familiar adults and peers to engage in conversations and ask for help.

Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way.

Physical Development    Big Question: How do I celebrate?    Final Outcome: Hold a pencil with a firm grip. Develop body control and co-ordination.

### Physical Development



For medium term plan see Get set 4 PE

Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Threading, cutting, weaving, playdough, Fine Motor activities.

Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand

Engage children in structured activities: guide them in what to draw, write or copy.

Teach and model correct letter formation.

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 and sport.

Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.

#### REAL PE FOCUS

Introduction to PE and Ball skills

Moving safely, running, jumping, throwing, catching, rolling,: sharing and taking turns, encouraging and supporting others, responsibility, honesty and fair play, confidence, perseverance, decision making, understanding and using rules,: rolling a ball, stopping a rolling ball, throwing at a target, bouncing a ball, dribbling a ball with feet, kicking a ball.

Continue to develop overall body-strength, balance, co-ordination, and agility through use of outdoor play equipment.

### Physical Development



For medium term plan see Get set 4 PE

Know the routines of the school day: lining up and queuing, mealtimes, personal hygiene, carpet spots.

Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.

Threading, cutting, weaving, playdough, Fine Motor activities.

Manipulate objects with good fine motor skills

Draw lines and circles using gross motor movements

Hold pencil/paint brush beyond whole hand grasp

Pencil Grip

Continue to develop overall body-strength, balance, co-ordination, and agility through use of outdoor play equipment.

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 and sport.

**PE FOCUS****Introduction to PE and Dance**

Moving safely, running, jumping, throwing, catching, following a path, sharing, leadership, perseverance, confidence, decision making, selecting and applying actions, travelling, copying and performing actions, co-ordination, respect, co-operating with others, working independently, observing and providing feedback, selecting and applying actions  
Cooperation games i.e. parachute games. Climbing – outdoor equipment. Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.

## Literacy

- Big Question: How do I celebrate

Final Outcome: Blending phonemes

## Literacy

**COMPREHENSION****Using Vipers**

Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories.

Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations.

Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts.

Sequence two events from a familiar story, using puppets, pictures from book or role-play.

Enjoy joining in with rhyme, songs, and poems.

**WORD READING**

Read individual letters by saying the sounds for them.

Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.

Read a few common exception words matched to our phonic programme.

Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.

**WRITING****Emergent writing:**

Copies adult writing behaviour e.g., writing on a whiteboard, writing messages.

Makes marks and drawings using increasing control.

Know there is a sound/symbol relationship.

Use some recognisable letters and own symbols.

Write letters and strings, sometimes in clusters like words.

**Composition:**

Orally compose a sentence and hold it in memory before attempting to write it.

**Spelling:**

Orally spell VC and CVC words by identifying the sounds.

Write own name.

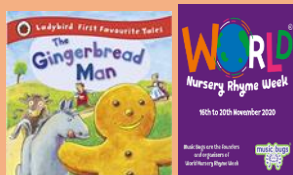
**Handwriting:**

Form letters from their name correctly. Recognise that after a word there is a space.

## Phonics

**Phase 2**

Know grapheme phoneme correspondence of 19 letters.  
Blend with known letters for reading VC and CVC words.  
Orally segment for VC and CVC words for spelling  
Know high-frequency common words (the, to, no, go).



Talk 4 writing

## Key texts

Fiction – The Gingerbread Man story pattern – journey story Focus story language in  
Non fiction Mapping the journey Text Type- Recount  
Poetry – World Nursery Rhyme week

Continue to develop general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending, and segmenting.



Year Group: Reception

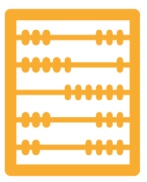
Term: Autumn 2

Name of Teacher: Ms Fiona Griffiths

Maths - Big Question: How do I celebrate? Final Outcome: Confidence with matching, sorting, comparing, measurement and patterns.

White Rose to include Master the Curriculum

## Mathematics



Develop confidence in using manipulatives, graphical representations, subitising and exploring pattern.

Counting real life objects, subitising and counting objects that are identical before moving onto objects with slight differences such as size or colour.

Children encouraged to put objects into a line when counting so there is a clear start and end point.

Five frames used to support and compare numbers within 5.

Numerals introduced but not expected to write them at this stage.

Informal jottings/drawings to record thinking.

When counting continue to learn that the final number they say names the quantity of the set.

Continue to count, subitise and compare as they explore one more and one less.

## Coverage It's me 1,2,3

Step 1 find 1,2,3

Step 2 subitise 1,2,3

Step 3 – represent 1,2,3

Step 4 – 1 more

Step 5 1 less

Step 6 composition of 1,2,3

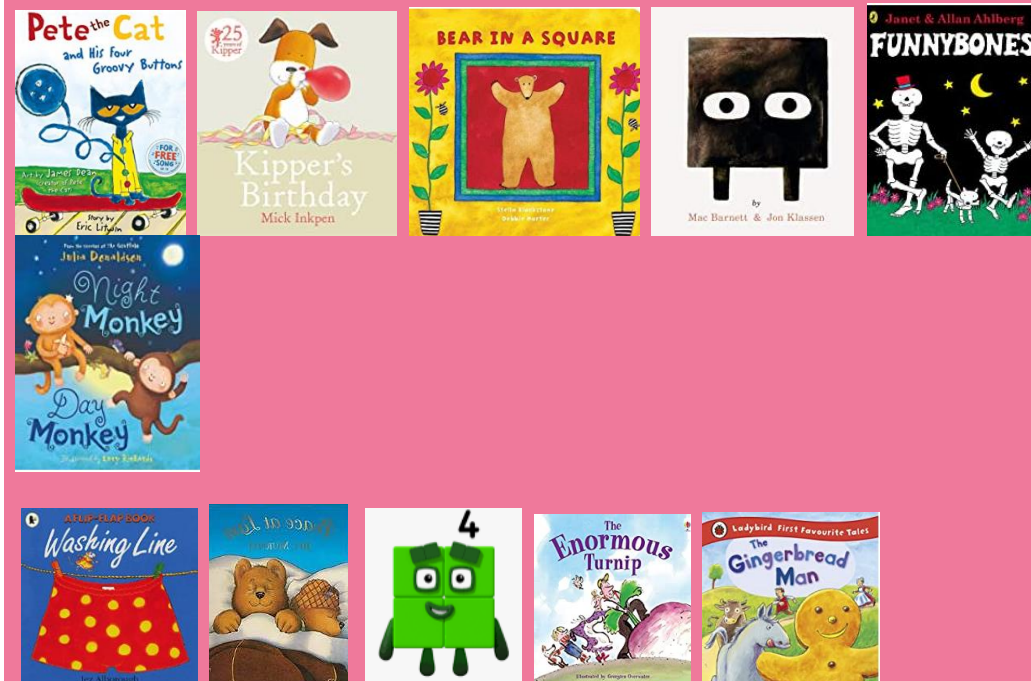
## Guidance (subject knowledge)

Subitise or count to find how many and make own collections of 1,2, 3 objects. Match number names to numerals and quantities. Count up to 3 objects in diff arrangements by touching each object as they count. Recognise that the final number they say names the quantity in a set. Use own mark making to represent 1, 2 and 3. Begin to understand as we count each number is one more than the number before. Similarly, as we count back, each number is one less than the previous number.



**Circles and triangles****Step 1 identify and name a circle and triangle****Step 2 compare circles and triangles****Step 3 shapes in the environment****Step 4 describe positions of shapes.**

Circles have one curved side, triangles have 3 straight sides. Recognise these shapes in everyday life. Show a variety of diff sized circles and triangles in different orientations and sides with different lengths.



Hear and begin to use positional language to describe how items are positioned in relation to other items.

**Coverage****Representing 4, Comparing 4, Composition of 4, Formation of 4****Guidance (Subject knowledge)**

Count on and back to 4. Subitise up to 4 objects. Match number name to numeral and quantity. Say which sets have more and fewer.

**One more and less**

Use a five frame to represent numbers and predict how many there will be if they add one more or take one away. Understand the link between counting forwards and the one more pattern, then counting back and the one less pattern. Support with books and number rhymes e.g., 5 speckled frogs, 5 current buns, 5 little ducks.

**Year Group: Reception**

**Term: Autumn 2**

**Name of Teacher: Ms Fiona Griffiths**



**Shapes with 4 sides**

Squares (classes as special rectangles with 4 equal sides) and rectangles have 4 straight sides and 4 corners. Recognise these shapes in everyday life. Show these shapes in a variety of diff sizes and orientations.

**Time: Night and Day**

Talk about night and day and order key events in daily routines. Use language to describe when events happen e.g., day, night, morning, afternoon, before, after, today, tomorrow. Begin to measure time in simple ways e.g., counting number of sleeps, timers to measure durations.

## Understanding the World - Big Question: How do I celebrate? Final Outcome: Familiarity with celebrations within their family and school friends.

## Understanding the World



Communication: Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.

Observation: Explore the natural world around them by taking part in weekly messy play sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.

General learning throughout the year:

Through interactions talking about what they did yesterday, last week, last year.

Personal history; how they celebrate Christmas, new year, family celebrations such as Birthday's – throughout the year.

Learning about the family traditions of children in class from different cultural backgrounds.

I can describe the weather. I can identify the 4 seasons. I can describe the changes from Autumn into Winter

I understand the term hibernation.

**People Culture and Communities**

**I can compare my home to the Bear family in Peace at Last.**

**I know that there are different festivals celebrated around the world.**

**The Natural World**

**I can describe the setting of the forest in Owl babies. I describe the settings in Cbeebies Poppy video. I can discuss features on the Gingerbread Man's journey.**

**I can make observations about the natural world.**

**Changes within living memory**

**I know about my own life-story and family's history.**

**I know how I have changed**

**I know about changes that have happened within my family lifetime - discuss Remembrance Day**

**I know about the lives of the people around them and their roles in society.**

**Significant historical events, people and places in their own locality**

**I know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Remembrance Day and soldiers from our school.**

**Changes in materials – What happens to foods when they are cooked?**

**Children could observe changes to ingredients when baking biscuits or cakes.**

**Prediction/observation/measurement – Which candle will burn for longest?**

**Children could observe over time and draw what they see**

Understanding  
the World**Changes within living memory**

Begin to make sense of their own life-story and family's history.

Understand the ways I have changed.

Talk about the changes that have happened within my family lifetime e.g. talking to grandparents about holiday etc.

Talk about the lives of the people around them and their roles in society.

**Events beyond living memory**

Comment on images of familiar situations in the past

**Significant historical events, people and places in their own locality**

I know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

**People Culture and Communities**

I know the name of my school.

I know that we live in Cheltenham.

I have seen Cheltenham on the map.

I know London is capital of England

I have seen some of the countries my family and friends are from.

**The Natural World**

I can describe features of places.

**Communication:**

Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.

**Observation:** Explore the natural world around them by taking part in weekly messy play sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.

**General learning throughout the year:**

Through interactions talking about what they did yesterday, last week, last year.

Personal history; how they celebrate Christmas, new year, family celebrations such as Birthday's – throughout the year.

Learning about the family traditions of children in class from different cultural backgrounds.

I can describe the weather. I can identify the 4 seasons. I can describe the changes from Summer into Autumn.

I understand the term hibernation.



Expressive arts and design Big Question: How do I celebrate? Final Outcome: Familiarity with celebrations within their family and school friends.

### Expressive Arts and Design



Develop storylines in their pretend play.

Artist Study: Kandinsky – linked to maths



Sing in a group or on their own, increasingly matching the pitch and following the melody.

Refer to Art and Design progression map to facilitate progression through child led interests.

Mapping – Gingerbread man

Charanga scheme for music

Use different textures and materials to make firework pictures

Listen to music and make their own dances in response.

Christmas decorations, Christmas cards, Christmas songs/poems

The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.

Shadow Puppets

Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue

Role Play of The Nativity

Music: Christmas Songs

### Ongoing

Explore, use, and refine a variety of artistic effects to express their ideas and feelings.

Explore and engage in music making and dance, performing solo or in groups.

RE – Incarnation -Why is Christmas special to Christians    Big question – How do I celebrate?    Outcome – Familiarity with celebrations within their family and school friends.

### Unit F2: Why is Christmas special for Christians?

*The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.*

Suggested questions you could explore:	Learning outcomes: Plan learning experiences that enable children to ...	Suggested content: Teachers can select content from this column to help pupils achieve the learning outcomes in column 2. Teachers can use different content as appropriate. <i>'Making connections' is woven through this unit: as you explore the ideas and stories with children, talk about how they affect the way people live, making connections with the children's own experiences.</i>
<p>What special stories about Jesus are in the Bible?</p> <p>Why do Christians perform Nativity plays at Christmas?</p> <p>Why do Christians celebrate Jesus' birthday?</p> <p>What special things do Christians do at Christmas to share God's love?</p> <p>What makes every single person unique and precious?</p> <p>How does the Christmas story tell Christians they are precious to God?</p>	<ul style="list-style-type: none"> <li>• Talk about people who are special to them</li> <li>• Say what makes their family and friends special to them</li> <li>• Recall simply what happens at a traditional Christian festival (Christmas)</li> <li>• Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus</li> <li>• Retell religious stories, making connections with personal experiences.</li> </ul> <p>Colour key:  <b>Making sense</b>  <b>Understanding impact</b>  <b>Making connections</b></p>	<p>A way into this section could be to ask children to use special bits and pieces to make a lovely picture for a special person, talk about the person they have created it for and why they are special; then take it and give it to them.</p> <ul style="list-style-type: none"> <li>• Show baby photos of known adults to the children. Can they match them to the adult photo?</li> <li>• Use a story sack to introduce a crib scene, beginning with the three figures, Mary, Joseph and baby Jesus, and including shepherds, wise men, donkey, angels, etc. Discuss the children's knowledge about the role of each key figure as it appears, as the crib scene grows. Place the figures in a line of value, starting with the figure that the children think is the most important to the least important. Read the story of Christmas from a children's Bible, matching the figures as you read. Redo the value line, including what Christians might say – most would say Jesus is the most important: that God came to Earth as Jesus (the term for this is incarnation). Act out the story. Set up a Bethlehem stable filled with costumes and/or props for the children to re-enact the story.</li> <li>• A parcel arrives in the classroom. Discover the contents with the children: birthday party props such as cake, candles, a banner, etc. Talk about children's own experiences of birthdays. Link to Jesus' birthday and Christmas celebrations with the next suggestion:</li> <li>• Bring out a Christmas box containing traditional Christmas artefacts, such as Nativity scene, cards, decorations, Father Christmas, special food, etc. Share some traditional carols with the children and discuss where and why Christians sing carols.</li> <li>• Talk about Christmas gifts and what the children would like. Connect with the story of the wise men who gave gifts to Jesus. Reinforce the most important gift to Christians would be Jesus. Mime passing a precious gift around a circle; discuss what children think it is. Link to how precious the Bible is to Christians. Christians believe God demonstrated his love for all people by sending Jesus to Earth – they say that shows how precious people are to God.</li> <li>• Provide follow-up activities to respond to the story as part of your continuous provision, e.g. playdough, Nativity figures, Christmas cards and songs, etc.</li> </ul>

These outcomes and activities are abridged from *Understanding Christianity (Unit F2: Why do Christians perform nativity plays at Christmas?)*, published by RE Today © 2016. Used by permission.