

<p>Main focus/Theme: Seasons and celebrations</p> <p>Displays: EAD: Firework night salt and water colour pictures UW: Celebrating Diwali – children’s photographs, play dough diva lamps, Diwali dancing, henna. PD+UW: Sewing Christmas stockings L: Speech bubbles and story maps for Ferdy and the falling leaves – Talk for writing</p> <p>Trips: London Zoo- Christmas nativity trail</p> <p>Key texts:</p> <ul style="list-style-type: none"> • Room on the broom- Julia Donaldson • Winnie the Witch- Halloween • Ferdy and the falling leaves- Julia Rawlinson • One Snowy night – Christina Butler • What will I do without you?- Sally Grindley • The Nativity story • The Jolly Christmas Postman – Janet and Allan Ahlberg • <p>Role play area: Halloween potion making den and Christmas grotto</p>	<p>Personal, Social and Emotional Development</p> <p>Possible activities:</p> <ul style="list-style-type: none"> ➤ Using Ferdy and the falling leaves and What will I do without you- do circle times about the emotion of loneliness. Acting out scenarios when children might experience that feeling, and come up with solutions of how to help someone who is feeling lonely. ➤ Using Halloween Winnie the Witch develop children’s understanding and appreciation of having a friend and working as a team. Identifying special friends that they have made in Reception who they like playing and working with. ➤ Using what will I do without you to explore the feeling of being jealous and not wanting to share a special friend. Circle times about when this might happen at school and what we can do if we feel like that, also what to do if someone is not allowing them to play. ➤ Classroom managers – children identify positive qualities about their peers and explains their understanding of what is good about that child’s learning/ attitude. Regular discussions whole class and small groups with children about what good learning actually is and what it would look like. Scaffolding the importance of team work, and attributes such a being patient, kind, taking turns, all of the characteristics that contribute to good learning. Continuation of developing thoughts about positive attributes about themselves. ➤ Reflecting on the Remembrance Day tradition and thinking about the 	<p>Communication & Language</p> <p>Possible activities:</p> <ul style="list-style-type: none"> ➤ Talk for writing model – encouraging children to use actions to retell a story. Support children to use the actions but also to speak in full sentences when retelling stories using key vocabulary and repeated refrains in the texts. ➤ Hot seating activities explicitly modelling thinking out loud as Figgy 2 socks using the past and future tense. <p>Model speaking out loud and confusing the sequence of my words – making intentional mistakes that confuse children so that what I am saying doesn’t make sense – scaffold children’s understanding that there has to be a sequence when they are talking in order for the audience to understand – highlighting the listeners needs. Eg: “At first when JB went to hibernate I felt lonely, then when my brothers were mean to me I felt sad, but after I met my new friend I felt much happier, then finally when JB woke up in the spring time I felt so excited!</p> <ul style="list-style-type: none"> ➤ Begin show and tell time every day using the flower visual to encourage children to be confident to speak in front of their peers and begin to include more detail into their sentences – who, what, when ,where, how. The audience will then have a chance to ask a question to the person doing their show and tell to find out more. ➤ Introduce listening detective: listening detective is one person who sits at the front during show and tell time and looks for the best listener in the audience. Create checklist for what good listening looks like – reinforcing key aspects of: Sitting still, legs crossed, looking at the person who is speaking, being quiet and 	<p>Physical Development</p> <p>Possible activities:</p> <ul style="list-style-type: none"> ➤ Daily morning exercise before carpet time- wake up shake up ➤ Weekly yoga ➤ Every Tuesday doing dough disco and focusing on developing children’s fine motor control and then developing children’s ability to hold scissors correctly and being able to snip and cut the dough. ➤ Using safe needles and thin felt, children to stitch their own Christmas stocking ➤ Weekly letter formation sessions on whiteboards ➤ Within the continuous provision outside developing children’s throwing and catching skills using bean bags and hoops, playing catching games, introducing basketball net. ➤ Every Tuesday Anna to do: Dough disco Fine motor groups to develop children’s fine motor strength and hand eye co-ordination by doing things such as: popping bubble wrap, threading, practising pre writing shapes on whiteboard, in foam, in wet sand. - SOMEONE? running gross motor group in the hall or outside on the pitch whereby children warm up: jumping, running, skipping. Then practise their ball skills- dribbling around cones, kicking and passing the ball to a friend, running and kicking a ball to shoot in the net. Then finally after training exercises children to play a short football match. ➤ During team collaborative role play incorporate picking up and transporting
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characteristics of the soldiers: persevering, collaborating and working as a team, being active and solving problems – thinking of different strategies.

- Small targeted group activities tailored to children’s interests that require them to work collaboratively and share their thinking out loud- providing sentence stems “I am feeling frustrated because... you keep taking that brick that I need. That is making me feel happy because...”

not talking when someone else is talking etc.
During show and tell time the listening detective’s ticks on their sheet and at the end identifies the person who was doing the best listening. They then put the person’s name of the super sunshine.

- In the context of firework night encourage children to be concise when speaking to demonstrate an understanding of what advice to give to people in order for them to be safe on bonfire night.
- Continue with talk partners – children to learn the behaviours of how to talk to a partner and show that you are listening. Children every day to practise turning their body to face their partner, crossing their legs and looking at the person when they are talking. Then taking turns and then having a turn to talk and their partner then shows them that they are listening. Linked to Listening detective behaviour.
- Set up open ended investigations whereby children can go back and revisit an activity- scaffold children’s language when commenting on the change they have observed and commenting on what they notice – speaking in full sentences: “Oh look the ice cube is smaller now, there is a puddle of water, it is melting!”.

boxes and tools safely – introduce the building/ craft equipment – plastic saw and hammer and nails. Show children how to use the tools safely, have a making area with cardboard boxes for children to practise using the tools on for a little while.

- **Cooking:**

Maths	Literacy	Understanding the World	Expressive Arts and Design
<p>Possible activities:</p> <ul style="list-style-type: none"> ➤ Every morning 1 child to order numbers 1-10 and numicon pieces / moving onto 10-20 when children are ready- extension here is for children to recognise the pattern when making teen numbers using 2 numicon pieces each time -eg: 11 is 10 and 1 more, 12 is 10 and 2 more. ➤ Lots of sorting activities developing children’s vocabulary about their “sorting rule”- by colour, by size, by pattern, by weight, by texture etc. ➤ Introducing the game 10 nice things, developing children’s ability to subitise using a regular dice. Move on to using a dice with interchangeable faces – creating own arrangements of dots and asking children how many they see and encouraging them to use language to explain how they see the number- “there are 10 dots, I see 5 in one row and 5 in the other row. There are 10 dots, I see a 2 and a 2 and a 1 in the middle, then a 2 and a 2 and another 1 in the middle. There are 9 dots because 1 can see one less in the row of 10.” ➤ Introduce the game “Don’t roll a six”, using a regular dice children roll and record their score on the whiteboard – explore different ways of recording- focusing on tallying. The aim of the game is to record the first number you roll and then add the next number you roll on top – model holding the big number in your head and counting on using your fingers. Reinforce that when you add the number (amount of points in this case) gets bigger. Start off with interchangeable dice with numbers 1 and 2 to work on adding one more and 2 more first of all then move on to using a regular dice throughout the game. The rules of the 	<p>Possible activities:</p> <ul style="list-style-type: none"> ➤ Beginning Talk for writing- learning and retelling stories using story maps and actions. ➤ Every morning talk for writing session – whole class retelling story using actions, incorporating modelled writing and some shared writing. Modelling writing in full sentences and using checklist to reinforce spacing, basic punctuation- full stop and a capital letter, segmenting for spelling, tricky words, reading sentences back to ensure it makes sense. <p>Children creating story maps –retelling, changing parts, and then creating their very own versions.</p> <ul style="list-style-type: none"> ➤ Specific focus on scaffolding new vocab to ensure children are confident to use the new vocabulary independently when they reach the innovate stage and are creating their own narratives. ➤ 1 talk for writing book in full 3 week sequence. <p>For the rest of the key texts, use the story map element in whole class sessions and adult directed activities to retell the story.</p> <p>Continue with the modelled and shared writing for carpet sessions using range of writing sources- speech bubbles for stories, instruction writing for potion making, card writing (Christmas, Diwali, Hanukah), writing letters to Santa/ Elves in role play, writing full sentences with clues for our cheeky fairy hunt, writing full sentences to accompany maps for routes to take and which houses to deliver letters to (Jolly postman). Then for the other weeks, support and scaffold writing (adult directed activity) through other avenues particularly within children’s role play (see independent writing opportunities below for examples)</p> <p>Independent writing opportunities: Potion writing, Christmas lists, labels for presents, Christmas and Diwali, Hanukah cards, lists of jobs</p>	<p>Possible activities:</p> <ul style="list-style-type: none"> ➤ Starting Forest School, every children going to Gillespie Nature Reserve every fortnight. Mirroring Forest School activities in the outdoor area to enable children to continue their independent learning and investigation skills, to spark curiosity and to also share their learning with Nursery children . ➤ Observational drawings of the trees at Gillespie Nature Reserve- discussing the change in the colours and texture of the leaves. ➤ Discussing hibernation – children to observe on IWB what animals do to prepare for hibernation (Bears, Badgers etc), and make links to their experiences at Forest School- Hedgehogs. Then linking this to model making and craft activities whereby children are designing homes for creatures to hibernate in. ➤ Discussing celebration of: Diwali and Christmas, Hanukah inviting parents in to talk about how they celebrate with their families. Having artefacts and stories available to discuss similarities and differences within cultures, religions and celebrations. Reinforcing to the class that even if we don’t celebrate a certain festival ourselves it is very important that we are respectful to our friends that do. ➤ UW table top activities that enable children to use a range of equipment to make observations of seasonal items such as: conkers, leaves, pumpkins, pine cones, twigs, bare branches. ➤ Set up open ended activities based on the senses and observing change over time: objects trapped in ice cubes, sensory bags where children have to guess what is inside – linked with seasonal smells – cinnamon, mint etc. 	<p>Possible activities:</p> <ul style="list-style-type: none"> ➤ Using shoe boxes and junk modelling equipment, children to work with a friend to create a home for an animal to hibernate in. Scaffolding children’s understanding of the need for the creatures to be warm – so thinking about texture. ➤ Sewing felt Christmas stockings and creating repeating patterned wrapping paper. ➤ Potato printing making different types of celebration paper ➤ Creating imaginative narratives through role playing using props- making potions and designing and packing presents in the Elves workshop. ➤ Children learning the Christmas songs and taking part in the whole school show. ➤ Based on experiences at Forest School, children to draw winter trees with bare branches – develop children’s understanding of drawing what you see. ➤ Using salt and watercolour paint children to create their own firework paintings. ➤ Show children how to use oil pastels and brush to create their firework scene. ➤ Using finger painting and cotton buds to create autumn scenes. ➤ Making clay Diva lamps linked to Diwali ➤ Working collaboratively to create stained glass pumpkins for the windows ➤ Autumn leaf rubbing with wax crayons ➤ Have outdoor music making area with stereo, stage, and range of musical instruments for children to express themselves creatively to music, ➤ Have puppets and props indoor and outdoor for children to role play key texts and change the endings in their own imaginative play with peers.

<p>game are if you roll a six you have to rub all of your points out and you start again!</p> <ul style="list-style-type: none"> ➤ Introducing number blocks during weekly maths sessions. ➤ Elves workshop – lots of opportunities for measurement, creating models using a range of construction materials, then using range of non-standard units to measure the height and length- for boxes/ wrapping paper needed etc. ➤ Creating advent calendars, with ongoing work on recognition of teen numbers, and ordering numbers 1-20. ➤ Creating own repeating patterns, for those children who are still not secure – creating winter patterned clothes, patterned uniforms for Elves workshop. ➤ Creating shape pictures and going on shape hunts – consolidating 2d shapes. Creating shapes using play dough, creating 3d structures using junk modelling and a range of materials and resources- in elf workshop great opportunity to scaffold new 3d shapes and use property language to describe. ➤ Playing lots of guess the shape and guess the number games– hiding a shape, have property clues for children to see to reinforce vocab. Children to take turns to come behind the screen and use property language to describe the shape without saying its name- class to guess what it is. Doing the same with number, children having number lines to refer to. Giving clues using language of more and less, and one more than... 	<p>for the elves in the workshop. Creating rules for children to read during firework week/ creating bonfire night posters to teach children how to keep safe.</p> <ul style="list-style-type: none"> ➤ Regular guided reading sessions every afternoon. Each child reads once a week with an adult. ➤ Phase 2 phonics booster groups every afternoon led by ???? ➤ Segmenting for spelling display being used by adults with small groups of children during free flow time. 	<ul style="list-style-type: none"> ➤ Encouraging children to work collaboratively to create autumn dens for animals to hibernate in and keep cosy for the winter. 	<ul style="list-style-type: none"> ➤ Large outdoor sensory tuft trays with large scale for children to explore a range of sensory objects and materials.
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Gillespie Reception Medium Term Plan

Date: Autumn 2 2022

<p>Characteristics of Effective Learning</p> <p>Playing and exploring - engagement Finding out and exploring Playing with what they know Be willing to 'have a go'</p> <p>Active learning – motivation Being involved and concentrating Keeping on trying Enjoying achieving what they set out to do</p> <p>Creating and thinking critically – thinking Having their own ideas Making links Choosing ways to do things</p>	<p>Assessment Spontaneous 'significant achievement' observations Ongoing evidence on tapestry Assessment based on development matters statements</p> <p>Phonics: Starting phase 2 of letters and sounds</p>	<p>Environment/Resources Weekly morning sessions to Gillespie Nature Reserve for Forest School</p>	<p>Parents Parents accompanying the class to Forest School weekly. Parents welcome to zoom and talk about how they celebrate Hanukah , Diwali or Christmas. Beginning dual story reading times with parents- via zoom?</p>
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