

St. Wilfrid's Catholic Primary School Medium Term Planning

Reception Autumn 2 - My family and their jobs.

In Literacy we will:

Comprehension

- Anticipate events in stories
- Name different parts of books
- Look for cues in illustrations.
- Memorise and perform more complex action rhymes and nursery rhymes.

Writing

- Use some letters in sequence to convey meaning,

Word Reading

Phonics units 5-7

- Consolidate phonic skills Autumn 1
- Know tricky words - to, no, go, l
- Blend and segment known sounds for reading and spelling VC, CVC, CVCC
- Read simple phonically regular captions and sentences.

Writing

- Use some letters in sequence to convey meaning, including CVC words.
- Spell to write vc/cvc words using taught sounds
- Orally compose a sentence and hold it before attempting to write it
- Write labels, lists and captions

Key Vocabulary

action rhymes, phonics, sound, blend, good listening, good looking, good sitting

Core books

Pumpkin soup, We're going on a leaf hunt, The Jolly Christmas postman. stickman



In Communication, Language and Literacy we will:

- Secure more complex rhymes
- Secure agreed rules for conversational turn taking in small and larger groups
- Ask "Tell me more" to extend responses.
- Formulate and respond to "Why?" and "How?" questions.
- Follow two step instructions.
- Recall and define specialist vocabulary for the half term

Key Vocabulary

Simple nursery rhymes. Stop, look, listen, quiet, talking, magnet eyes, who, where, what, why, when, how

Celebrations



In Physical Development we will:

Physical Development

- Travel in different ways with control and coordination - simple obstacle courses
- Jump in different ways - develop overall body strength, balance, coordination
- Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.
- Dig with trowels and hand forks
- Parachute Games - large arm movements, safely travelling over and under the parachute, participating in team games and turn taking activities Fine Motor Skills
- Join and separate small construction kit components by clicking and twisting.
- Refine threading techniques
- Use squashing techniques including rolling pins to achieve desired effects.
- Cut and turn along outlines.
- Use large brushes for painting and colour mixing

Key Vocabulary

Stack, build, on top, next to, Cut, straight, line, Hand action rhymes, forwards, backwards, side ways, under, over, through, jump

In Personal, social and emotional we will:

Self Regulation

- Know that they must work hard to reach a goal.
- Talk about jobs that they might like to do when they are older.

Managing Self

- Articulate simple problem solving approaches.
- Identify healthy ingredients in healthy snacks.
- Begin to show resilience
- Can keep on trying at things.
- Feel proud of their work.

In Mathematics we will:

White Rose - Phase 2 - It's me 1,2,3.

- Representing, comparing and composition of 1,2 and 3
- Circles and triangles
- Positional language.

White rose - Phase 3- Light and Dark

- Representing numbers to 5.
- One more and one less.
- Shapes with 4 sides.
- Time - night and day, ordering key events, daily routines.

Key Vocabulary

one, two, three, four, five, more, less, equal, part/part/whole, bond,

In Understanding the World we will:

- Describe changes to trees and woodland plants in autumn observe how animals behave differently as seasons change
- Note and record the weather.
- Know and demonstrate how to plant bulbs. Predict how it will grow.
- Comment on images of familiar situations in the past - transport then and now.
- Draw and comment on simple maps - journey to school, name simple street furniture e.g. traffic light, post box etc.
- Understand that some places are special to people in their community - church/ mosque. (visit)
- Recognise that people have different beliefs and celebrate different

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<p>Articulate the rationale for school regimes and expectations. Articulate and demonstrate teeth cleaning.</p> <p>Building Relationships Work in a small group on tasks like turn-taking games.</p> <ul style="list-style-type: none"> To be proud of their peers achievements <p>Key Vocabulary feeling, happy, sad, frightened, angry, family, difference, similarity, I am, amazing, good, proud</p>	<p>position, below, next to, on top, above, under, left, right</p>	<p>times in special ways - Diwali, Christmas, Eid. Describe family traditions</p> <ul style="list-style-type: none"> Understand how events and people in the past impact on the present day - Guy Fawkes, Remembrance Use an ipad to take a photograph and ask consent Select and use apps on an ipad Begin to use class computer to control a mouse to drag and drop <p>Key Vocabulary festivals, Guy Fawkes, gunpowder plot, houses of parliament, treason, christmas tradition, nativity, season, autumn, turning, changing, hibernate, crunchy, veins, deciduous, evergreen, remembrance, peace</p>
<p>Expressive Arts and Design we will:</p> <ul style="list-style-type: none"> Primary colour mixing - (Kandinsky) predict and narrate the effects of colour mixing and follow step by step instructions Develop their own ideas and then decide which materials to use to express them (enterprise/christmas card workshop) Generate short narratives in small world and role play. Mark the beat and imitate rhythms with tapping and striking instruments. Perform a small repertoire of short repetitive songs - nativity Know further action songs and story ring games by heart. Watch and talk about dance and performing art - nativities/pantomimes <p>Key Vocabulary <u>rhythm, dance, pulse, mix, change, difference.</u></p>	<p>Which books will help children secure and think more deeply about the knowledge in this block?</p> <p>The jolly postman Santas letters</p>	<p>How will we enhance our continuous provision to extend learning through independent enquiry?</p> <p>Daily story vote Nursery Rhyme Spoons Home Corner - Winter Wonderland/Santa's Grotto Gardening equipment to experiment with Large scale construction outside Magnifying glasses to explore changing nature outside Interest table with topic related items Reading area - topic books,</p>
<p>We will involve our families in our learning by</p> <p>† 'Homework' activities tapestry Nativity performance</p>	<p>Which strategies and interventions are we using to support our learners this half term?</p> <p>Play interventions First hand experiences</p>	<p>Which visits, visitors and experiences will we organise to help secure children's knowledge?</p> <p>Forest School</p>

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Forest school					
Homework	Homework	Homework	Homework	Homework	Homework

Continuous Provision -