Medium Term Plan Let's celebrate							
Year Group - Reception					**Term - Autumn Term 2**		
	Wk 1 2.11.26	Wk 2 9.11.16	Wk 3 16.11.26	Wk 4 23.11.26	Wk 5 30.11.26	Wk 6 7.12.26	Wk 7 14.12.26
Trip Visitor Subject Event	5th Nov Bonfire night 3rd and 5th Parents evening	Maths workshop TBC 8th Nov Diwali 11th Nov Remembrance Day 13th Children in Need		Inset Friday 27th		7th Dec Warwick arts centre trip 8th and 9th Reception Nativity	
English **Ready, Steady, Write- Star in the Jar by Sam Hay** **Writing Outcome 1 (Weeks 1-3)- Finding Story Sentences. Writing Oucome 2 (weeks 4-7)- Poster Sentences.**	Jump In 1- Jump In 3 Making predictions. Picture inference. Developing vocabulary- adjectives to describe objectives (verbal). Writing CVC words. Name writing practice.	Jump In 4, Look 5 and 6 Developing vocabulary- character and setting descriptions (verbal). CVC writing (extending to 2 words with a finger space for those consistent at CVC words).	4 Sessions- Write Beginning, Build Up, Problem and Ending. Orally rehearsing decodable story sentences for 4 sections of the story. Writing CVC words or 2 words from these sentences for each section of the story.	Poster Sentences- Jump In 1-3 Making predictions- what has happened to Sam Star? Exploring new vocabulary in context. Writing CVC words/ 2 words.	Look 4, Write 1 and 2. Identifying features of a sentence (capital letters, finger spaces and full stops). Orally rehearsing decodable poster sentences. Writing CVC words/2 words or more from decodable sentences.	Write 3 (only one session due to Christmas events). Writing CVC words/2 word or more from decodable sentences.	Opportunity to revisit/consolidate learning.
Phonics	ff ll ss j	v w x y	z zz qu words with s /s/ added at the end (hats sits) ch	sh th ng nk	• words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags)	Assessment	
Maths	Counting skills 'five-ness of 5'	Comparison of sets -	Explore the concept of 'whole' and 'part'	Focus on the composition of 3, 4 and 5	Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond	Height and length Positional language	Subitise within 5 Match numerals to quantities
Learning Challenge- Science (some objectives covered through Forest School- see below) History Geography (some objectives covered through Forest School- see below). Art Design and Technology Computing	Geography -What are homes like in other countries? (building on work from Autumn 1).	Bonfire night People and Communities- How do people celebrate? History- Why do we celebrate bonfire night? Guy Fawkes.	Diwali RE- who celebrates? Why? Geography- where is Diwali celebrated?	History- Christmas in the past -What was Christmas like in the Victorian times? -How did people decorate?	History- Christmas in the past (looking at how toys have changed). -What toys would people have got for Christmas in the Victorian times/when our Grandparents were little?	DT- cooking soup -exploring different vegetables -safely using tools to peel and chop vegetables -trying new foods (this will be covered across 2 weeks due to Christmas events)	DT- cooking soup -exploring different vegetables -safely using tools to peel and chop vegetables -trying new foods (this will be covered across 2 weeks due to Christmas events)
PE	Sports coach	Sports coach	Sports coach	Sports coach	Sports coach	Sports coach	Sports coach
Forest School		Start FS Introducing the rules and routines of Forest School Animal hunt	Exploring seasonal changes: Looking at trees and leaves LI: Understand the effect of changing seasons on the natural world around them.	Exploring seasonal changes: Animal preparations for winter LI: Understand the effect of changing seasons on the natural world around them.	Exploring seasonal changes: Animal preparations for winter-making homes LI: Understand the effect of changing seasons on the natural world around them.	Xmas nature crafts EAD **Explores, uses and refines a variety of artistic effects:**	Fire and marshmallows PSED: Managing risk

PSHE	I'm special, you're special	Same but different	Same and different families	Same and different families	I am caring	I am a friend	
RE - Unit F1 - How can people show that they belong together	**EQ5 – Which places are special?** To know that Churches are special places for Christians	**EQ4 – What do people celebrate together?** To know that Diwali is a time that Dharma followers celebrate together	**EQ4 – What do people celebrate together?** To know how Dharma followers celebrate Diwali	**EQ5 – Which places are special?**To know that mosques are special places for Muslims	**EQ4 – What do people celebrate together?** To know that Christmas is a special time that Christians celebrate together	**EQ4 – What do people celebrate together?** To know how Christians celebrate Christmas	**EQ6 – How does it feel to be part of a group?** To know that being part of a group helps us to belong.
Music	Fast and Slow *Learning Intentions:* Respond to tempo changes	Fireworks Music *Learning Intentions*: Create sound effects for fireworks	Dynamics (Loud/Quiet) *Learning Intentions:* Explore changes in volume	Music Storytelling *Learning Intentions:* Combine music and story -	Music Storytelling *Learning Intentions:* Combine music and story	Christmas Performance *Learning Intentions:* Learn festive songs and perform	Christmas Performance *Learning Intentions:* Learn festive songs and perform