

This is an example of our Medium Term Plan, this is subject to change.

We base our curriculum on the Development Matters Framework and follow children's interests as well as following key events the school calendar. This will enable us to revisit skills and knowledge to ensure the children have time to consolidate and embed their learning as well as encounter key learning experiences.

Term	Autumn 2 Term						
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
School values	Respect						
Learning habits	Collaboration						
Real Life Experience	Diwali dance workshop & emersion day (4 th) Nurse visit- flu vaccine (6 th)	Anti-bullying week Remembrance Day	Planting winter bulbs and winter flowers (science)		Church visit- RE Walk to post box to post FC letters	Baking festive biscuits- 10 th Dec Pantomime trip- 11 th Dec	
Events/Celebrations	Birthdays Bonfire Night	Birthdays Odd Socks Day (10 th)	Birthdays Children in Need (20 th)	Birthdays	Birthdays	Birthdays	Christmas crafternoon 15 th PTA Elf Room 15 th Christmas dinner 19 th
Key Texts	Achoo, How rude, How selfish, Please!, The Best Diwali ever! Binnys Diwali, Rama & Sita Story The Christmas story (RE)						
Communication and Language	<p><u>Attending events with my family</u></p> <p>The children will:</p> <ul style="list-style-type: none"> - talk about the celebration of Bonfire night (in preparation for historical exploration in Year One) and discuss safety elements of the celebrations. - talk about the Christmas Nativity story and the children will work on their communication and language and self-confidence through creating performances and singing songs to celebrate with their families. <p>WellComm- individual children identified and receiving daily intervention following 10-week programme</p>						

PSED	<p><u>Building relationships (Kapow)</u></p> <p>The children will;</p> <ul style="list-style-type: none"> - Learn how to be a good friend, how and when to ask for help and they will become more outgoing in the setting - Begin to make good choices related to their behaviour as they come to understand the expectations further including following instructions. -Take part in Antibullying week and Odd Socks Day. - Lunchtime club for identified children to support PSED/CL during lunchtimes both in the hall and outside
<p>PD</p> <p>PE: Get set 4 PE</p>	<p><u>Introduction/Fundamentals</u></p> <p>Dance Unit 1: expressive movement through the topic of 'everyday life'.</p> <p>Gymnastics Unit 1: develop basic gymnastic skills through the topic 'animals and their habitat'.</p> <p>The Children will also:</p> <ul style="list-style-type: none"> - Diwali dance workshop - Improve their fine and gross motor skills through participation in a range of activities in the 3 environment areas of our provision - Daily fine motor intervention: Funky Fingers, scissor skills, bending, clicking, flicking, pincer- movement, letter formation practice. - Pencil grip for those identified needing support including letter formation practice - Weekly gross-motor intervention focusing on coordination, control and resilience
Vocabulary	<p>Balance, turn, coordinate, space, spatial awareness, stop, listen, go, heart rate, exercise, heat/hot, partner, turn-taking.</p>

<p>Phonics Little Wandle</p>	<p>Week 1: Phase 2 Sounds ff,ss,ll,j Tricky words put, pull, full, as Read the phrase a big cat a red hat a bell in a bed a red sock jam on a hen Spelling words cat top bed ten sock</p>	<p>Week 2: Phase 3 Sounds v,w,x,y Tricky words and,has,his,her Read the phrase a fat hen on a hill a red sock in a van a sad cat on a bed a big dog at the vet a nap in a box Spelling words fat sock sad hug rock</p>	<p>Week 3: Phase 3 Sounds z,zz,qu,ch Words with 's' at the end Tricky words go, no, into, to Read the phrase (introduce punctuation) I can kick and yell. Hop in the back. Run and tell mum. Run in the sun. The dog is wet. Spelling words can back run had sun</p>	<p>Week 4: Phase 3 Sounds sh,th,nk,ng Tricky words She, push, he, of Read the phrase Can I fix a van? Can a moth quack? Dad has a big bell. It is a mess in that bag. The duck got wet. Spelling words fix, fill jam, leg bell, dad mess, bag wet, duck</p>	<p>Week 5: Phase 2/ 3 Sounds Words with s /s/ added at the end (hats sits) Words ending s /z/ (his) and with s /z/ added at the end (bags Tricky words we, me, be Read the phrase She has six ducks. He has pink shells. His cats get on the bed to nap. Can a pink moth buzz? His chick has pink wings. Spelling words cups, pots, ship bags, dogs, ring cats, bags, long nod, buzz, mum zip, fish, chick</p>	<p>Week 6/7: Phase 2/3- consolidation, letter formation and assessment</p>
<p>Reading</p>	<p>Library - exposure to fiction/non fiction. Sharing stories, respecting library environment and school. Links to Home Learning Keep-up children identified, and additional resources sent home to support learning. Daily stories Core text shared Reading groups- 3 x a week</p>					

	<p>Little Wandle words read in phonics lessons including daily sentences. From week 3 of the programme, punctuation introduced; capital letters, full stops, question marks. Sharing stories with other classes Christmas Advent Calendar books Core texts shared for RE, Maths, PSHE</p>
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<p>Writing (Little Wandle/adult directed)</p>	<p><u>Week 1</u> Cat, Top, Bed, Ten, Sock</p> <p><u>Adult initiated environment activities:</u> Name writing Diwali Fireworks Numeral formation</p>	<p><u>Week 2</u> Fat, sock, Sad, Hug, Rock</p> <p><u>Adult initiated environment activities:</u> Name writing Respect pledges Shape labelling Numeral formation practice</p>	<p><u>Week 3</u> Can, Back, Run, Had, Sun</p> <p><u>Adult initiated environment activities:</u> Name writing Change peg labels to written on IWB Numeral formation practice Leaf walk descriptions Parts of a flower/bulb</p>	<p><u>Week 4</u> Fix, Fill, Jam, Leg, Bell, Dad, Mess Bag, Wet , Duck</p> <p><u>Adult initiated environment activities:</u> Lunch choice names using pencils Christmas Crafternoon invitation writing to parents</p>	<p><u>Week 5</u> Cups, Pots, Ship, Bags, Dogs, Ring Cats, Long, Nod Buzz, Mum, Zip Fish, chick</p> <p><u>Adult initiated environment activities:</u> Christmas list Story sequencing and sentences constructing linked to Panto trip</p>	<p><u>Week 6</u> Consolidation and addressing misconceptions</p> <p><u>Adult initiated environment activities:</u> Labelling parts of a Church & features of Nativity story (linked to walk to Church) Retelling panto story</p>	<p><u>Week 7</u> Consolidation and addressing misconceptions</p> <p><u>Adult initiated environment activities:</u> Christmas crafternoon card writing Thank you cards to staff who help in Elm class.</p>
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<p>Writing (child initiated/environment)</p>	<p>Diwali Fireworks</p>	<p>Initial sound writing linked to Little Wandle 'Whats in the box images' Mud menus in the mud kitchen Invisible pens for writing words linked to Little Wandle</p>	<p>Initial sound writing linked to Little Wandle 'Whats in the box images' Segmenting to spell CVC words using Little Wandle's 'Blend from the box' images. Name writing cards sent home</p>	<p>Initial sound writing linked to Little Wandle 'Whats in the box images' Segmenting to spell CVC words using Little Wandle's 'Blend from the box' images.</p>	<p>Initial sound writing linked to Little Wandle 'Whats in the box images' Segmenting to spell CVC words using Little Wandle's 'Blend from the box' images. Invitations to Crafternoon Letters for FC</p>	<p>Cookie recipe Christmas baking recipes/ instructions</p>	<p>Model card writing during Christmas crafternoon Labels for reindeer food and ingredients amounts</p>
<p>Maths White Rose</p>	<p><u>Its Me:1,2,3</u> 1 more 1 less Composition of 1,2,3</p>	<p><u>Circles & triangles</u> Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position</p>	<p><u>1,2,3,4,5</u></p> <ul style="list-style-type: none"> - Find 4, 5 - Subitise 4,5 - Represent 4,5 - 1 more - 1 less - Composition of 4 and 5 - Composition of 1-5 		<p><u>Shapes with 4 sides</u></p> <ul style="list-style-type: none"> - Identify shapes with 4 sides - Name shapes with 4 sides - Shapes in the environment - My day - My night 		<p><u>Consolidation-</u> revisiting misconceptions</p>

Vocabulary	More, less, altogether, fewer, whole, part, add, take away	Circle, triangle, corners, angles, edges, round, straight, equal	More, less, how many is it made of, composition, represent, subitise	Square, rectangle, diamond, straight, equal, the same as, routine	
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Science	<u>Seasonal Changes: Lets go outside</u> Planting winter bulbs/ winter flowers in EY environment- discussing process of growing/ changes over time, parts of a flower and what they need to grow. Autumn Walks- talking about seasonal changes Exploring natural materials (curiosity cubes), use scientific vocabulary to describe natural materials Autumn leaves- changing colour, falling from the trees, shapes/sizes Autumn animals- hibernating hedgehogs, collecting squirrels, minibeast search				
Key Vocabulary	Autumn, season, weather, change, hibernate, web, spin, animals, different, winged, natural materials, acorn, conker				
History	<u>Events beyond living memory</u> Children know about the symbol of the poppy for Remembrance Day. Diwali Story (Rama and Sita) Pantomime trip – traditional tales sparking discussion on clothing, buildings and roles in society				
Vocabulary	Adult, a long time ago, baby, change, child, different, grown, history, historian, new, now, old, past, present, teenager, then, toddler, order, photograph, similar, Diwali				
Geography	<u>Maps: connecting places/people</u> Walk to the post box to post Christmas letters (link from child’s interest in Autumn 1) - look at Maps, landmarks, buildings etc on the way Create a Beebot map to show our route including local sites				
Vocabulary	Map, travel, road, pavement, direction, distance, features, birds-eye-view				

<p>Music Charanga / SCC</p>	<p><u>My stories</u> Listening and responding to different styles of music. Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place Diwali emersion day: listening to traditional Hindu and Indian music Linked to anti bullying week - Learning 'Kindness Song' to support Anti-Bullying week from Autumn 1. Children's experiences will be enhanced by a trip to the Theatre to watch the pantomime – Aladdin Christmas Crafternoon celebration performance (songs) with parents</p>
<p>Vocabulary</p>	<p>Imagine, perform, listen, show, create, copy, repeat</p>
<p>Art</p>	<p><u>Enhanced provision opportunities</u> Diwali Emersion Day- diya lamps from clay, rangoli patterns, puppets for Rama and Sita story Firework art linked to artist Jackson Pollock Poppy art linked to Remembrance Day DT – Biscuit baking for snacks for the Pantomime trip Cardboard creations- Christmas Nativity scene</p>
	<p>Fine motor development: scissor skills Art processes: imprinting in clay, colour mixing with paint</p>
<p>Vocabulary</p>	<p>What can we see? How can we explore colour? How can we build worlds? How can we explore materials and marks? How can we explore 3D materials? How can we use our bodies to make art? How can we use our imaginations?</p>
<p>Computing Project Evolve</p>	<p><u>Technology around us</u> QR codes, vocaroo, emails from Mrs Reynolds/Mrs Steele, discussion around iPads Sharing photos of Christmas trees at home- displayed in classroom Beebot maps linked to a walk to the postbox for Christmas letters <u>Cross curricular links:</u> Physical development/writing - name writing for peg labels after Christmas Science – nature hunts Maths- shape hunts</p>

Online safety questions	<p><u>Self-Image and Identity</u></p> <p>Someone is mean to you in a game, what do you do? When should you ask someone to stop something in a game? Why do we say no to playing a game which we don't like online?</p>
RE Emmanuel Scheme	<p><u>Why are some people revered?</u></p> <p>This unit draws on Biblical narrative, Church life (what happens in churches at this time of year.) How do Christians live their lives? Diwali Emersion Day: Rama and Sita story: understanding Hindu beliefs Trip to St Leonard's church: nativity story</p>
Vocabulary	Hindu, Diwali, Rama and Sita, Bible, Christmas, Jesus, Bethlehem, Church, Cross
PSHE	<p><u>Building relationships: special relationships</u></p> <p>Children are:</p> <ul style="list-style-type: none"> - learning to explore why families and special people are valuable, understand why it is important to share and develop strategies, see themselves as valuable individual and explore diversity through thinking about similarities and differences Anti-bullying week- Odd Socks Day <p>Informal sharing – Christmas crafternoon</p>
Vocabulary	Family, special, share, turn-taking, understanding, different, special, celebrate, unique, diverse