



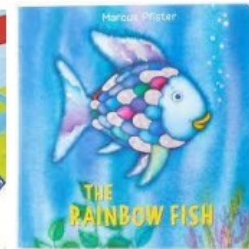
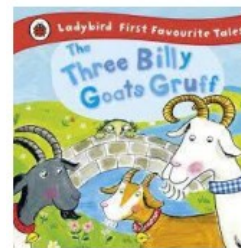
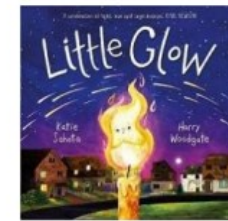
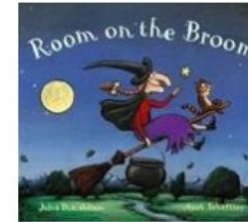
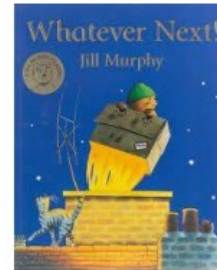
St Michael's Nursery and Infant School
Reception – Medium Term Planning – Autumn 2

Possible Themes/interests'/ lines of enquiry

These themes/ideas may change depending on the children's interests:

- Bonfire Night
- Remembrance Day
- Children in Need
- Diwali
- Police – people who help us
- Space
- Road Safety
- Seasonal Changes – Winter
- Christmas
- Nativity

Focused Texts



Focus Learning Teddy: Proud Penny

Enrichment Experiences:

Animal encounter
Whole School Christmas Visit to the theatre
PSCO Assemblies – Bonfire, Road Safety

We use Development Matters to help us create our EYFS curriculum. Every child develops in their own unique way. The milestones below are suggested general focuses for the half term however we will use our professional judgement to support individual needs within their learning journey, adjusting our practice appropriately.

Communication and Language	
Focus	Possible Activities
<p>Engage in non-fiction books</p> <p>Ask questions to find out more and to check they understand what has been said to them</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<ul style="list-style-type: none"> Library books – non fiction focus Show genuine interest in knowing more: “This looks amazing, I need to know more about this.” Think out loud, ask questions to check your understanding; make sure children can answer who, where and when questions before you move on to why and ‘how do you know’ questions: “I wonder why this jellyfish is so dangerous? Ahh, it has poison in its tentacles.” Model noticing how some words sound: “That poem was about a frog on a log; those words sound a bit the same at the end don’t they? They rhyme.” In poems and rhymes with very regular rhythm patterns, pause before the rhyming word to allow children to join in or predict the word coming next. NELI language intervention to start.
Personal, Social and Emotional Development	
Focus	Possible Activities
<p>Build constructive and respectful relationships</p> <p>Manage their own needs</p> <p>Know and talk about being a safe pedestrian</p>	<ul style="list-style-type: none"> Nurture group to start with Mrs Cartner Ensure children’s play regularly involves sharing and cooperating with friends and other peers. Congratulate children for their kindness to others and express your approval when they help, listen and support each other. Road Safety Week – 18th November.
Physical Development	
Focus	Possible Activities
<p>Develop body strength</p> <p>Use their core muscles strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Develop and refine ball skills – throwing and catching</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently – knives, forks and spoons.</p>	<ul style="list-style-type: none"> Weekly dance with Miss Smyth Identify children who find sitting on the carpet difficult – focus on building core strength. Throwing and catching equipment in outdoor PE area. Enhance playdough area with cutlery and plates

Literacy	
Focus	Possible Activities
<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences: Set 1 sounds</p> <p>Form lower-case and capital letters correctly</p>	<ul style="list-style-type: none"> • Follow RWI planning • Daily Pinny time to secure Set 1 sounds • 1:1 Tutoring for lowest 20% • Weekly improvement time for letter formation • Daily name writing during funky fingers pm session
Mathematics	
Focus	Possible Activities
<p>Mastering Number:</p> <ul style="list-style-type: none"> - Head and join in with the counting sequence and connect this to the staircase pattern of the counting numbers, seeing that each number is made of one more than the previous number - Count accurately with 1:1 correspondence - Count actions and sounds - Compare sets of objects using language of more and fewer - Begin to develop the language of 'whole' and 'part' <p>Compose and decompose shapes so that children recognise a shape can have other shapes within in, just like numbers can.</p> <p>Review: - Circles and triangles. - Shapes with four sides.</p>	<ul style="list-style-type: none"> • Daily 'Mastering Number' sessions 4x a week – see separate planning. • Focused SSM teaching session 1x week (Fridays) – follow WRM planning: • Weekly continuous provision enhancements – suggested activities taken from maths planning.
Understanding the World	
Focus	Possible Activities
<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<ul style="list-style-type: none"> • Look at the history of bonfire night and the story of Guy Fawkes. • Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes. • Read the 'Little Glow' and compare how light is used during different celebrations and festivals. • Find out about Diwali • Christmas

<p>RE: - Where do I belong? - Why do Christians celebrate the birth of Jesus</p>	<ul style="list-style-type: none"> • Miss Birch to follow Cumbria Syllabus for RE
Creative Development	
<p>Focus</p>	<p>Possible Activities</p>
<p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p>	<ul style="list-style-type: none"> • Provide opportunities to work together to develop and realise creative ideas – whole class bonfire displays, outdoor winter art. • Charanga activities: • Play pitch-matching games, humming or singing short phrases for children to copy. • Use songs with and without words – children may pitch match more easily with sounds like ‘ba’. • Sing call-and-response songs, so that children can echo phrases of songs you sing. • Introduce new songs gradually and repeat them regularly • Christmas performance • Sing slowly, so that children can listen to the words and the melody of the song