

# Grappenhall Heys Primary School Medium Term Plan – Reception

## Autumn 2



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Linked Texts						
Enrichment	<ul style="list-style-type: none"> <li>• Christmas Trip to the Brindley</li> <li>• Children will take part in school nativity</li> <li>• Posting Christmas Cards</li> <li>• Invite Fire Brigade in for safety talk</li> <li>• Anti Bullying Week</li> <li>• Trip to local church</li> <li>• Invite parents in to talk about their family, culture, beliefs</li> </ul>					
Important Dates	<p>5<sup>th</sup> November Bonfire Night            11<sup>th</sup> November Armistice Day            13<sup>th</sup> November Diwali / Anti-Bullying Week/ World Kindness Day            15<sup>th</sup> November- Trip to Imagine That            18<sup>th</sup> November Children in Need            30<sup>th</sup> November St Andrew's Day            1<sup>st</sup> December Christingle            7<sup>th</sup> December Hanukkah            25<sup>th</sup> December Christmas</p>					
PSED	<p><b>Texts:</b>            Sharing a Shell/ Mini Monsters 'Can I Play?'/ The Same but Different/ Elmer's Friends/ Duck and Penguin Are Not Friends / Lost and Found / The Boy Who Loved Everyone / Hello Friend!            / Colours Vs Shapes / The Boy Who Wouldn't Share</p>					

### Self-Regulation

**Intent:** Show concern for others and show awareness of how their actions may impact on others. Talk with others to solve conflicts. Identify how they are feeling on the emotions board. Beginning to express their feelings and consider the perspectives of others.

**Vocabulary:** Happy, sad, angry, upset, cry, nice, problem, feeling, emotions.

**Implementation:** Books read around sharing, friendships, conflicts. Adults modelling resolving conflict. Adults asking children to express their feelings.

**How to keep safe on Bonfire Night**

### Managing Self

**Intent:** Begin to take turns and share resources. Tolerates delay when needs are not immediately met.

**Vocabulary:** Sharing, taking turns, my turn, your turn, patience, waiting.

**Implementation:** Adults modelling sharing, adults supporting children to share.

### Self-awareness, keeping healthy (Managing Self)

**Intent:** Importance of oral hygiene (dentist visit)

Talks about what they are doing and why.

**Vocabulary:** Why, explain, language linked to provision and prior learning.

**Implementation:** Prompts to discuss what they are doing and give a reason why.

### Independence (Managing Self)

**Intent:** Independently chooses areas they would like to play in or resources they would like to use. Says when they need help. With some support can get dressed and undressed for PE sessions. Follows instructions with 2 parts.

**Vocabulary:** Play, playing, area names of the classroom, help, please, dress, undress, clothing names, listening, next.

**Implementation** Children given the choice to play in the area they would like to in the classroom. Adults to build up relationships with the class so they feel comfortable to ask for help. Verbal and pictorial reminders and support to get changed.

### Collaboration

**Intent:** Begin to share and take turns.

**Vocabulary** Share, my turn, your turn, fair, behaviour policy specific vocabulary.

**Implementation:** Adults modelling how to share and take turns. Children prompted to share and take turns with each other.

### Social Skills (Building Relationships)

**Intent:** Continue to build constructive and respectful relationships. Seek familiar adults and peers to engage in conversations and ask for help.

**Vocabulary:** Friend, class, teachers, help, please, talk, conversation.

**Implementation:** Adults modelling respectful conversations, adults building positive relationships so children feel comfortable to ask for help.

**Topic of interest week: children will be invited to provide a talk about a topic of their choice.**

**My Happy Mind:** Celebrate

## Phonics

ff ll ss j

**Tricky words:** as, and, has, his, her, go, no, to, into, she, he, of, we, me, be

v w x y

z zz qu -s /s/ ch

sh th ng nk

words with -s /s/ added at the end (hats sits)  
Words ending in s /z/ (his) and with -s /z/ added at the end (bags)

Consolidation

<p><b>Literacy</b></p>	<p><b>The Leaf Thief</b>  <b>Rhymes:</b></p> <ul style="list-style-type: none"> <li>Autumn Leaves are Falling Down</li> <li>Autumn Time is Coming</li> <li>The Squirrel Song</li> <li>Furry, Furry Squirrel</li> </ul>		<p><b>The Little Red Hen</b>  <b>Rhymes:</b></p> <ul style="list-style-type: none"> <li>The Little Red Hen Song</li> <li>Old McDonald</li> </ul> <p><b>The Poetry Basket:</b></p> <ul style="list-style-type: none"> <li>Leaves are Falling</li> </ul>		<p><b>The Ginger Bread Man</b>  <b>Rhymes:</b></p> <ul style="list-style-type: none"> <li>Gingerbread man dance and freeze</li> <li>Christmas Carols</li> </ul> <p>Nativity Songs</p> <p><b>The Poetry Basket:</b></p> <ul style="list-style-type: none"> <li>A Basket of Apples</li> </ul>	
<p><b>Progression</b></p>	<p><b>PD:</b>  <i>Gross Motor Development</i></p> <ul style="list-style-type: none"> <li>Continue to experiment with different ways of moving</li> <li>Develop overall body strength</li> <li>Travel with confidence and skill around, under, over and through balancing and climbing equipment, developing □ upper body strength □ balance □ upper arm movements □ crossing the midline □ bilateral coordination</li> <li>Develop control over an object in pushing, patting, throwing and catching, developing □ upper arm movements □ crossing the midline □ bilateral coordination</li> </ul> <p><i>Fine Motor Development</i></p> <ul style="list-style-type: none"> <li>Show preference to a dominant hand</li> <li>Handle tools, objects, construction and drawing materials safely and with increasing control, developing □ strength of hand arches □ fine motor strength □ in-hand manipulation □ pincer grip □ thumb opposition</li> <li>Use a pencil and hold it effectively with correct pencil grip - Begin to form recognisable letters</li> <li>Write name using correct letter formation, including capital letter</li> </ul>			<p><b>Composition:</b>  Children learn to:</p> <ul style="list-style-type: none"> <li>Give meaning to marks they make as they write □ directional scribble □ symbolic letters □ letter strings</li> <li>Begin to break the flow of speech into word □ develop oral rehearsal – think it, say it, write it, read it □ develop memory, holding a word, caption, short sentence to write</li> <li>Use some clearly identifiable letters to communicate meaning, beginning to use some of their phonic knowledge</li> <li>Write own name and other things such as □ labels, □ captions □ lists □ cards □ tickets</li> <li>Begin to attempt to write short captions in meaningful contexts</li> <li>Begin to re-read their own writing to share it with others</li> </ul>		
<p><b>Writing Opportunities</b></p>	<ul style="list-style-type: none"> <li>Dialogue</li> <li>Simple Sentences</li> <li>Story Retelling – create class mural for Little Red Hen</li> <li>Label characters</li> <li>Recipes- Bread, Gingerbread</li> <li>Wanted Posters</li> <li>Writing letters to Father Christmas</li> </ul>					
<p><b>Maths</b></p>	<p><b>Counting, Cardinality &amp; Ordinality</b></p>	<p><b>Comparison</b></p> <p><a href="https://drive.google.com/drive/folders/1I5ClIW30y">https://drive.google.com/drive/folders/1I5ClIW30y</a></p>	<p><b>Composition</b></p> <p><a href="https://drive.google.com/drive/folders/1QIrBqxcBE">https://drive.google.com/drive/folders/1QIrBqxcBE</a></p>	<p><b>Composition</b></p> <p><a href="https://drive.google.com/drive/folders/1ZmBQCDhQcF">https://drive.google.com/drive/folders/1ZmBQCDhQcF</a></p>	<p><b>Counting, Cardinality &amp; Ordinality</b></p>	<p><b>Consolidation</b></p>

	<p><a href="https://drive.google.com/drive/folders/1Zj2fFNoTfUGxDuCnE9bz-m4ALC-GEwSt?usp=share_link">https://drive.google.com/drive/folders/1Zj2fFNoTfUGxDuCnE9bz-m4ALC-GEwSt?usp=share_link</a></p> <p><b>SSM:</b> Heavier and lighter</p> <p><a href="https://drive.google.com/file/d/1z6i7vVDrQ08QP9Du_GWSzynSAPdySBbl/view?usp=share_link">https://drive.google.com/file/d/1z6i7vVDrQ08QP9Du_GWSzynSAPdySBbl/view?usp=share_link</a></p>	<p><a href="https://drive.google.com/drive/folders/1Nscw6A1NA9YvB9uLCdEDwqA6gNfryKk?usp=share_link">MSiB1cG MdKrihxQdeKGmyO?usp=share_link</a></p> <p><b>SSM:</b> Full and empty</p> <p><a href="https://drive.google.com/file/d/11oskXfbyiOIOzIYYGZviP8aNOAUL8GPH/view?usp=share_link">https://drive.google.com/file/d/11oskXfbyiOIOzIYYGZviP8aNOAUL8GPH/view?usp=share_link</a></p>	<p><a href="https://drive.google.com/drive/folders/1nJ4mO-YsDy3ErqgjM7UTsKuyNUjWKfxv?usp=share_link">0ayabLq7KaFnlfFQGAftB8b?usp=share_link</a></p> <p><b>SSM:</b> Measuring ingredients</p> <p><a href="https://drive.google.com/file/d/1rUtnQTPRCxeWtA_pJtZDVzxeOSiKyk88/view?usp=share_link">https://drive.google.com/file/d/1rUtnQTPRCxeWtA_pJtZDVzxeOSiKyk88/view?usp=share_link</a></p>	<p><a href="https://drive.google.com/drive/folders/1Nscw6A1NA9YvB9uLCdEDwqA6gNfryKk?usp=share_link">O5tm2gFTNLSs2zORxek-Ym?usp=share_link</a></p> <p><b>SSM:</b> Height</p> <p><a href="https://drive.google.com/file/d/1rUtnQTPRCxeWtA_pJtZDVzxeOSiKyk88/view?usp=share_link">https://drive.google.com/drive/folders/1nJ4mO-YsDy3ErqgjM7UTsKuyNUjWKfxv?usp=share_link</a></p>	<p><a href="https://drive.google.com/drive/folders/1Nscw6A1NA9YvB9uLCdEDwqA6gNfryKk?usp=share_link">https://drive.google.com/drive/folders/1Nscw6A1NA9YvB9uLCdEDwqA6gNfryKk?usp=share_link</a></p> <p><b>SSM:</b> Length</p> <p><a href="https://drive.google.com/file/d/1z6i7vVDrQ08QP9Du_GWSzynSAPdySBbl/view?usp=share_link">https://drive.google.com/drive/folders/1sme783EuQjnAKN7WTCxZdCBillZTz_uv?usp=share_link</a></p>	
<p><b>Understanding the World</b></p>	<p><b>The Natural World</b></p> <p><u>Autumn</u></p> <ul style="list-style-type: none"> <li>- Weather- What's the weather like during autumn?</li> <li>- observe autumn changes</li> <li>- Compare autumn leaves</li> <li>- Go on an autumn walk</li> <li>- What animals hibernate?</li> <li>- Make hedgehog homes</li> <li>- Learn about Harvest festival</li> </ul> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>- Diwali- learn about the festival of Diwali and how it is celebrated in India.</li> <li>- Draw a map of school playground</li> <li>- Our local area- look on Google Earth and explore features of the environment</li> <li>- Name, locate and recognise features in school/ grounds</li> </ul> <p><b>Model and encourage children to use vocabulary such as:</b></p> <ul style="list-style-type: none"> <li>• names of animals, North Pole, sea, hot, cold, wet, dry, snow, ice winter, seasons cold, shower, raining, sleet, snow, icy, frost, puddles, windy, animals, young,</li> </ul>	<p><b>Past and Present</b></p> <p><b>Nursery Rhyme:</b> Jack and Jill Went up the Hill; Oranges and Lemons (Rhyme in Time- <b>Museum of London</b>)</p> <p><b>Contrasting locations-</b> study North Pole</p> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>- Visit Church and observe features and use of building Learn about the role of the Vicar in our community.</li> <li>- Learn about advent and what it means</li> </ul> <p><b>Transport:</b> Look at tractors in the past and compare to present. Look at books and videos. Talk about the milling process and how flour was made in the past to now.</p> <p><b>Changes in water</b></p> <p>Explore ice, warm water etc.</p> <p>Freeze an object- explore what happens when it goes into water- does it float? How can we melt the ice?</p>	<p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>- Learn about Christmas and why it is celebrated</li> <li>- Learn about where and how Christmas is celebrated around the world</li> <li>- Learn about Hannukah and the traditions associated with it</li> </ul> <p><b>Learn about current/ past figures:</b> Queen Elizabeth and King Charles</p> <p><b>Toys from the Past'</b></p> <ul style="list-style-type: none"> <li>- look at toys from past and present and compare.</li> <li>- Read 'Dogger' what is same/ different about their toys and those in story.</li> <li>- Invite parents/ grandparents in to talk about their favourite toys when they were little and compare.</li> </ul>			

	<p>Expose children to supplementary vocabulary such as:</p> <ul style="list-style-type: none"> <li>• environment, polar regions, ocean, camouflage, hibernate, migrate, snowflake</li> </ul>		
<b>Art</b>	<p><b>Digital:</b> Children will take photographs with digital cameras, learning to focus &amp; position what they see then apply filters to the results whilst exploring autumn in our environment</p> <p><b>Drawing:</b> <u>Autumn pictures</u>- what colours can we see during autumn? Observation drawings.</p> <p><b>Role Play</b> Puppet Show- Little Red Hen and The Gingerbread Man- children to be encouraged to make own puppets to create own version of the story</p>	<p><b>Transient Art-</b> focusing on 'The Leaf Man'</p> <p><b>Painting and Mixed Media:</b> <i>Colour: Children will learn fundamental colour mixing using primary colours. They play with colours, experimenting to 'discover' new colours.</i></p> <p><u>Exploring Colour-</u> children will look at 'autumn colours' and create autumn themed paintings.</p> <p>Explore pattern:</p> <ul style="list-style-type: none"> <li>- Leave rubbings</li> <li>- Painting leaves</li> </ul> <p><b>Digital:</b> We will use 'Purple Mash' to create autumn pictures</p>	<p><b>Christmas Crafts:</b> Christmas Cards Snow Scene pictures</p> <p><b>Artist Study:</b></p> <ul style="list-style-type: none"> <li>• Wassily Kandinsky- exploring shape- circles and triangles.</li> </ul> <p><b>Performance</b> Nativity Performance</p>
<b>DT</b>	<p><b>Clay Faces</b></p> <p>Develop previous taught skill by using autumn 'treasures' to create clay animal faces in the woodland area</p> <p><a href="https://nurturestore.co.uk/clay-sculptures-at-the-just-so-festival">https://nurturestore.co.uk/clay-sculptures-at-the-just-so-festival</a></p>	<p><b>Making bread</b> Children will make their own bread roles based on the story 'The Little Red Hen'</p> <p><b>Make Autumn mobiles</b></p> <p>Using different 'autumn treasures' work in groups to create autumn mobiles. Opportunities to develop team working skills, communication and language, fine motor skills, pattern</p>	<p><b>Making Ginger Bread Men</b> Children will make and decorate their own gingerbread men. 'weighing, mixing, combining, pouring'</p> <p><b>Christmas Decorations using Salt Dough</b></p>
<b>PE</b>	<p><b>Gymnastics U1</b> Develop confidence in fundamental movements Experience jumping, sliding, rolling, moving over, under and on apparatus. Develop coordination and gross motor skills.</p> <p><a href="https://thepehub.co.uk/lesson-category/unit-1/">https://thepehub.co.uk/lesson-category/unit-1/</a></p>		
<b>Music</b>	<p><b>Nativity</b> Performance</p>		

<b>Religious Education</b>	<b>Special Times:</b> How and why do we celebrate? What times are special to different people and why?					
<b>Computing</b>	<p><b>Awesome Autumn</b></p> <p>Three Autumn themed activities which see the children explore patterns in Garlands Galore, create a leaf labyrinth and make Pumpkin Soup using computational thinking skills.</p> <p><b>Concepts &amp; Approaches:</b> Creating, Pattern, Logic, Algorithms, Decomposition, Collaborating</p> <p><a href="https://drive.google.com/drive/folders/1goET0BaYTNAH7sgyYsMGtDCYkC_wpzSZ?usp=sharing">https://drive.google.com/drive/folders/1goET0BaYTNAH7sgyYsMGtDCYkC_wpzSZ?usp=sharing</a></p>					
<b>French</b>	<p><b>Counting &amp; Singing</b></p> <p>Recognise the sound of some numbers.</p> <p><a href="https://pln.myvle.co.uk/files/sc3490/websites/lspace_112/resources/_35f721f072aa671b15a7aa9785e32a95.pptx">https://pln.myvle.co.uk/files/sc3490/websites/lspace_112/resources/_35f721f072aa671b15a7aa9785e32a95.pptx</a></p>	<p><b>Counting &amp; Singing</b></p> <p>Respond to numbers 1-5.</p> <p><a href="https://pln.myvle.co.uk/files/sc3490/websites/lspace_112/resources/_538e83c5f8c09eca099c66435ed53b22.pptx">https://pln.myvle.co.uk/files/sc3490/websites/lspace_112/resources/_538e83c5f8c09eca099c66435ed53b22.pptx</a></p>	<p><b>Counting &amp; Singing</b></p> <p>Practise numbers between 1 and 6.</p> <p><a href="https://pln.myvle.co.uk/files/sc3490/websites/lspace_112/resources/_4bdf7574f4cfbc25e502b794b11adb70.pptx">https://pln.myvle.co.uk/files/sc3490/websites/lspace_112/resources/_4bdf7574f4cfbc25e502b794b11adb70.pptx</a></p>	<p><b>Counting &amp; Singing</b></p> <p>Join in with a game of Simon says.</p> <p><a href="https://pln.myvle.co.uk/files/sc3490/websites/lspace_112/resources/_d3d82fceaec177827f60c7d4d814d38a.pptx">https://pln.myvle.co.uk/files/sc3490/websites/lspace_112/resources/_d3d82fceaec177827f60c7d4d814d38a.pptx</a></p>	<p><b>Counting &amp; Singing</b></p> <p>Recognise and respond to numbers.</p> <p><a href="https://pln.myvle.co.uk/files/sc3490/websites/lspace_112/resources/_7b1a02407d91b25f4fa4b032a79b46c3.pptx">https://pln.myvle.co.uk/files/sc3490/websites/lspace_112/resources/_7b1a02407d91b25f4fa4b032a79b46c3.pptx</a></p>	<p><b>Counting &amp; Singing</b></p> <p>List, join in and play a numbers game.</p> <p><a href="https://pln.myvle.co.uk/files/sc3490/websites/lspace_112/resources/_5d5df8fc3794bc2d935eef0962c99bc6.pptx">https://pln.myvle.co.uk/files/sc3490/websites/lspace_112/resources/_5d5df8fc3794bc2d935eef0962c99bc6.pptx</a></p>