

Manor Park First School

Reception - Term - Autumn 2 - Let's Celebrate!

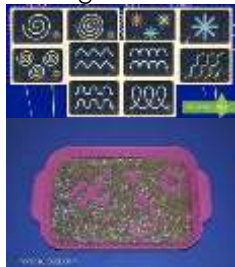
	<u>Week 1</u> <u>w/c 30th October</u> <u>INSET</u> <u>Bonfire Night</u>	<u>Week 2</u> <u>w/c 6th Nov</u> <u>Parents evening</u> <u>7th Tue & 8th Wed</u> <u>Remembrance Day</u> <u>11th Nov</u>	<u>Week 3</u> <u>w/c 13th Nov</u> <u>Diwali 12th Nov</u>	<u>Week 4</u> <u>w/c 20th Nov</u>	<u>Week 5</u> <u>w/c 27th Nov</u> <u>1st Dec Christmas</u> <u>fair</u>	<u>Week 6</u> <u>w/c 4th Dec</u>	<u>Week 7</u> <u>w/c 11th Dec</u> <u>Celebrate</u> <u>Christmas in</u> <u>school!</u>
<u>Experiences/</u> <u>Visitors</u>		Dorchester Librarian (Mary) to visit - pm				Trip to Nutley Farm? Post person visit?	Deliver Christmas cards to the community
<u>Jigsaw (PSED)</u> Celebrating difference	What am I good at? I can identify something I am good at and understand that everyone is good at different things.	I'm Special, I'm Me! I understand that being different makes us all special. I can follow rules. Play 'What's the time Mr Wolf- showing turn taking and following the rules of the game to make it fair. Thinking about when it is safe to talk to someone- stranger danger.	Families I know we are all different but the same in some ways.	Homes I can tell you why I think my home is special to me.	Making Friends I can tell you how to be a kind friend.	Standing Up For Yourself I know which words to use to stand up for myself when someone says or does something unkind.	
<u>Physical development - fine motor</u> *Uses mark making tools such as paintbrushes, pens & chalk. *Attempts to write their name *Has developed a dominant hand. *Forms some recognisable letters. *Uses scissors to cut out a simple shape. *Uses an effective non palmer pencil grip. *Draws simple pictures which can be recognised by themselves and others.							
<u>PD - FMS</u>	<u>Sound sort</u> Seek & sort the sounds & the objects using the tweezers.	<u>Sharp teeth!</u>	<u>Rangoli patterns</u> Draw a Rangoli pattern on the tuff tray. Can the chn add to/ colour /position the	<u>Leaf confetti</u>	<u>Conker sorting</u>	<u>Christmas trees</u>	<u>Snowflake patterns</u>



Firework Playdough
Make a firework creation using dough, cutters & all things sparkly.



Side table
Make the patterns in the glitter.



Colour or collage a wolf face. Can you cut triangles? The wolf needs 2 triangles for his ears, a big one for his mouth & lots for his teeth.

Chalk fireworks



Provide the chn with firework patterns - can they make the firework sparkle by adding stickers?

As the week progresses - can they create their own?



Side table
Make words in the glitter learnt/ practised in previous weeks phonics.

objects carefully to make the pattern even more beautiful?



Birthday cakes!
Baby bear is 5!
Make him a cake to celebrate!



Side table Elastic bands & fir cones



Encourage the chn to make multi coloured fir cones by wrapping the elastic bands around them.



Start the week with a tuff tray full of leaves for the chn to cut & snip into confetti. Once they have a good collection introduce the stars & twigs for them to make into confetti wands.

Gingerbread People
Playdough scented with ground ginger



Can they make their own Gingerbread man/ people/ family? ?
Gingerbread man bakery?
(Go with chn's



in tuff tray
Elf headbands
Make an elf hat/ headband. Cut out and stick the different pieces to turn yourself into a helpful elf just like in the story.



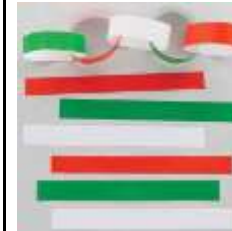
Side table



Provide the chn with glitter, feathers & earth words. Can they have a go at writing them?



Provide the chn with a selection of resources to draw/ cut & stick with to create their own Christmas tree with **Paper chains**
Make paper chains to decorate our classroom!



Side table



Christmasfy Pip & Pap (give them Santa hats?)



Provide the chn with red & green glitter & wands/ candy canes - how many pip & pap




Reindeer Headbands



Chn to draw around their hands and cut them out to make reindeer antlers on their headbands.
Side table ? Christmas playdough



Provide the chn with Christmas themed cutters & resources.

				interests) Side table Gingerbread men 		words can they write?	
Provide the chn with a selection of loose parts to make their own Gingerbread men with.							

PD GMS

- *Enjoys running and beginning to travel with more speed and control, beginning to avoid obstacles.
- *Stops or attempts to avoid obstacles when running.
- *Explores and develops confidence in different ways of moving e.g. hopping.
- *Independently uses climbing equipment.
- *Throws balls in the direction of a peer / target and attempts to catch large balls / bean bags by moving towards it.









PE Get Set 4 PE Fundamentals 2	At the circus: To develop balancing.	On safari: To develop running and stopping.	Under the sea: To develop changing direction.	Space explorers: To develop jumping.	At the farm: To develop hopping.	Exploring the woods: To explore different ways to travel using equipment.	Ball games
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Communication & Language

- *Speaks in simple sentences which communicate their needs & their interests.
- *Uses vocabulary focussing on their interests & familiar experiences.
- *Offer their ideas in small group contexts eg retelling a simple event in sequence.
- *Uses full sentences, sometimes with encouragement, to express complete ideas.
- *Ask questions when they don't understand instructions.
- *Uses simple connectives in speech eg and, but.
- *Uses new vocabulary from books and stories as they discuss/ retell the story.
- *Recite familiar rhymes/ poems and join in with repeated refrains from stories.

EAD

- *Use blocks / construction toys to build 'small worlds' eg a pen on a farm.
- *Adapt their construction to achieve a desired outcome.
- *Develop storylines through small world.
- *Retell parts of familiar stories through the use of puppets, toys, masks or small world.

<p>CL</p>	<p>Everyday opportunities to develop CL skills</p> <ul style="list-style-type: none"> *clap syllables in names & words *sound out words whilst reading and giving instructions - use fists to build & clap it together like in Pip & Pap *listen for sounds - in the line, while lining up etc *find your peg, name card, name practise card *looking at the book- front cover, back cover, title, author, illustrator & blurb *Listens carefully at story time and can retain what has been heard and recall key points. <p>(Ensure they know that - print has meaning & we read English text from left to right and from top to bottom.) Lola listening games to be used in the provision and circle times.</p> 						
<p>Small world CL/EAD</p>	<p>Puppet theatre</p>  <p>Can they retell any of these familiar tales - provide the chn with a selection of finger puppets & resources/ prompts to make their own.</p> <p>New dolls house</p>  <p>Teach chn how to play with it & look after it properly.</p>	<p>The 3 little Pigs</p>  <p>Provide the chn with a selection of prompts & resources to retell the story that they learnt last week.</p> <p>New resource Teach chn how to play with it & look after it properly.</p>	<p>Little Red Riding Hood</p>  <p>Provide the chn with a selection of prompts & resources to retell the story that they learnt last week.</p> <p>New resource Teach chn how to play with it & look after it properly.</p>	<p>Goldilocks and the 3 Bears</p>  <p>Provide the chn with a selection of prompts & resources to retell the story that they learnt last week.</p> <p>New resource Teach chn how to play with it & look after it properly.</p>	<p>The Gingerbread Man</p>  <p>Provide the chn with a selection of prompts & resources to retell the story that they learnt last week.</p>	<p>Favourite story or create their own.....</p> <p>Provide the chn with a selection of props from the past few weeks. Can they reenact their favourite story or can they create one of their very own?</p>	<p>The Nativity</p>  <p>Create a tuff tray of the Nativity for the chn to explore the true meaning of Christmas.</p>




Literacy Text	<p>The Three Little Pigs</p> 	<p>Little Red Riding Hood</p> 	<p>Goldilocks & the 3 Bears</p> 	<p>The Gingerbread Man</p> 	<p>The Elves & the shoemaker</p> 	<p>The Christmas Jolly Postman</p> 	<p>The Nativity</p> 
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Writing


- *Attempt to write their name in a way that they or others can recognise.
- *Discuss the marks they make eg this is a car.
- *Write their name with correct formation.
- *Form phase 2 letters recognisably.
- *Segment cvc words verbally.
- *Write the initial and end sounds for a cvc word.

- *I can hear, say and use the initial sound in a word.
- *I can hear, say and write the last sound in a word.
- *I can use my sounds to write a simple word/s.
- *I can form letters correctly.

<p>Writing outcome</p>	<p>Label characters / key features of the story. pig, mum, huff, puff, hot pot</p> <p>CP - Celebrate the arrival of Pip & Pap - can they label the characters correctly? Model how to use the new sound mats.</p> <p>(only 4 days)</p>	<p>Write about fireworks - label photograph / image (red, pink, black, pop, fizz, crack, bang)</p> <p>use the sound mat to show chn sounds that they can hear but have not yet learnt.</p> <p>Write a list of things to take to Granny. What might help her feel better? Pictures and objects to support.</p> <p>CP - Make Granny/ Grandma a get well card.</p>	<p>Label the ingredients needed to make porridge- can teach oa to support with oats.</p> <p>Write a shopping list for the three bears. (Porridge ingredients? A new chair? Glue to repair it?)</p> <p>CP - Wanted Goldilocks poster / apology letter/ bday card for baby bear? (which would the chn enjoy most?)</p>	<p>Choose a picture from the story. Label characters / key features from the story. (CP)</p> <p>Write a speech bubble for the gingerbread man (stop, help, run, run)</p>	<p>Choose a favourite shoe(s). Label the shoe (s) using describing words - eg red and sparkly.</p> <p>Write a speech bubble for the Elves repetitive phrases - tip, tip tap or snip, snip, snap</p>	<p>Label the characters we meet in the story</p> <p>Write a phrase / caption - what might their chosen character say?</p> <p>CP - Write an invitation as if they were the wolf.</p>	<p>Write a list - (foods we like to eat at Christmas time / people we like to see / people to invite to our Christmas party)</p> <p>Write a phrase / caption about the Nativity</p> <p>CP - A Christmas wish - provide the chn with star like templates. What do they wish for this Christmas?</p>
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Experiences to immerse the children in the stories and learning.	<p>Retelling the story with a story map.</p> <p>Making different houses out of the different materials.</p> <p>Acting out/ retelling the story using small world, construction, drawing own story maps</p>	 <p>Bonfire night poems exploring language.</p> <p>retelling the story of Little Red Riding Hood.</p>	Trying porridge- talking about likes and dislikes. Have different tastes to mix with the porridge- raisins, honey and plain.	making gingerbread men- following a recipe.	<p>Trying different shoes.</p> <p>Having a shoe shop with different shoes- language to describe different types. Modelling how to run a shoe shop.</p>	Delivering Christmas cards the local community.	Having a Christmas party. Taking part in a Nativity.
Maths	<p><u>2 and 3</u></p> <ul style="list-style-type: none"> I know that 2 is made of 1 and 'another 1' I can make my own collections of 2 objects and identify the '1 and another 1' within them. 	<p><u>Circles and triangles</u></p> <p>I can identify and name circles and triangles.</p> <ul style="list-style-type: none"> I can compare circles and triangles. I can find shapes in the 	<p><u>Subitising</u></p> <ul style="list-style-type: none"> I can subitise arrangements of 2 and 3 I can practise making 2s and 3s with my fingers I can subitise auditory 	<p><u>Comparison</u></p> <ul style="list-style-type: none"> I can represent a given number on my fingers without looking I can compare 2 sets of objects and say which is 'more than'. 	<p><u>Counting, ordinality and cardinality</u></p> <ul style="list-style-type: none"> I can practise counting each object, action or sound once I can hear and join in with the counting 	<p><u>Shapes with 4 sides.</u></p> <ul style="list-style-type: none"> I can identify and name shapes with 4 sides. I can combine 	<u>Consolidate</u>


	<ul style="list-style-type: none"> I can identify when a collection is composed of 3 objects. I know when a collection is composed of 3 or not 3. 	<ul style="list-style-type: none"> I can describe the position of an object. 	<p>patterns up to 3.</p> <ul style="list-style-type: none"> I can identify when a small collection is rearranged or the quantity changed. I can show small quantities on my fingers I can use positional language to describe patterns of 4. make patterns showing 4. 	<ul style="list-style-type: none"> I can compare 2 sets of objects and say which is 'more than' or 'fewer than'. 	<p>sequence to 5</p> <ul style="list-style-type: none"> I can tag each object with 1 number word (1:1 correspondence) I can see that I have 5 fingers on one hand. I can say and make numbers to 5 on my fingers I can practise counting each object, action or sound once and only once I can make collections of 5 in different ways. I can use a die frame to represent 5. 	<p>shapes with 4 sides.</p> <ul style="list-style-type: none"> I can find shapes in the environment. Understanding time-day and night. 	
Maths in CP	<p>Making 3- have the different number blocks colours to explore making the number blocks.</p> <p>10 frames- with number cards for 1, 2 and 3.</p>	<p>Sorting shapes- triangles and circles.</p> <p>Shape hunt.</p> <p>Pictures with circles and triangles.</p>	 <p>Using 2d shapes to create rangoli patterns.</p>	<p>More than and fewer than- comparing the gingerbread man's buttons- pictures progressing to children putting pom poms on gingerbread men to show which is more than and fewer than.</p>	<p>Ten frames- making 5 with double sided counters- challenge to show with double sided counters different ways of making 5.</p> <p>Number block 5- making in different ways- stampolines.</p>	<p>2d shapes with 4 sides- children to create pictures with and name/ talk about the properties of the shapes.</p> <p>Representing numbers on envelopes.</p>	 <p>Votes of what we would like for christmas./ top Christmas presents.</p>



	tick or cross- 3 or not 3.						
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Understanding the world

- *Talk about special people (Discovery RE)
- *Talk about people around them in good detail, describing their roles, interests or news about them.
- *Discuss past and upcoming events within their own family, understand that the past is the time 'before now'.
- *Notice similarities & differences between people, reflecting on differences positively.
- *Know that they come from a different country from other chn and understand that these are different places.
- *Discuss the roles of people in the community around them & their own experiences with these people.
- *Share their experiences of local features of our community. (Librarian visit/ delivering Christmas cards)
- *Know the Christmas story & learn how Christains celebrate Christmas.
- *Show understanding that we need to care for living things.
- *Use their senses to explore natural materials & describe what they observe.
- *Discuss changes in seasons from summer to Autumn & Autumn to Winter.
- *Make reference to changes to the natural world, weather and our habits, using increasingly mature vocabulary.
- *Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Discovery RE (UW) Theme is Christmas	Understanding the importance of giving.	Understanding the importance of saying thank you.	I understand who celebrates christmas and know the Christmas story.	Focus on the shepherds- I know what it feels like to receive good news.	Focus: The wise men. I can explain who was at the birth of Jesus.	Time to celebrate. I can talk about the Christmas story, who celebrates it and who was there.	
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Understanding the World	<p>Keep the Pigs safe!</p>  <p>Make the pigs a home that will not get</p>	<p>Librarian Visit Meet Mary from Dorchester library. What is a Librarian? What do they do? (Arrange visit to Dorch library for Spring term)</p> <p><i>I understand the difference between past and present</i></p> <p>Understanding key</p>	<p><i>I Know some celebrations and how they are celebrated.</i></p> <p>What is Diwali? Who celebrates it? Look at the story of Rama and Sita Diwali cbbc videos</p> <p>Investigation area: where is Diwali celebrated?</p>	<p>Science- materials I can compare how materials change.</p> <p>Make gingerbread and take the gingerbread men out at different times to show how it has changed over time.</p>	<p>I can say the changes that happen from summer to Autumn and predict what will happen from Autumn to winter.</p>	<p>Post People (visitor?) What is a postman or woman? What do they do? Why is that important? How does it help us?</p> <p>Stamps What are they? What do they do? Why are they important?</p>	<p>Birds What birds live in our environment? Can we learn some names? Can we learn some facts? Do they like the cold weather? Where do they live? Do they have enough to eat? Explore ways to help care for & look after the birds in the cold weather. (Make bird food in</p>
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	<p>blown down by the wolf. Explore different materials (as above & other materials such as paper) & explore ways of making a strong home for the 3 Little pigs. Test the house's strength against the wolf's puff / hairdryer! What went well? What would they do next time?</p> <p>science- materials/ forces. I can explain why things move- looking at wind blowing over straw and sticks. I can talk about the natural objects of straw and sticks and compare to bricks.</p>	<p>historic dates- bonfire and remembrance- what are they? Why do we celebrate/ remember? How do we do this? Poppy day Espresso</p> <p>Have Poppies- children to write the name of someone special to them.</p>					<p>the mud kitchen)</p> 
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Expressive Arts and Design

- *Use objects as representations in pretend play eg a cuboid is a phone.
- *Use a variety of media independently (pencils, crayons, paint, chalk, different construction toys)
- *Adapt their constructions to achieve a desired outcome
- *Develop storylines through role play.
- *Keep a beat using a musical instrument or body percussion.
- *Perform familiar songs/ rhymes in a small group.
- *Participate in collaborative creative activities, sometimes initiated by an adult. Eg giant art work , building a pirate ship with blocks.

<p>Expressive Arts and Design</p>	<p>Uses different textures in creations and will combine media.</p> <p>Collages of the three different houses- use sticks, straw and print/ collage bricks onto houses.</p> 	<p>Potato poppies</p>  <p>Make a collaborative poppy celebration - red paint, black paint & glitter</p> <p>Loose part poppies</p>	<p>Diwali - Diya lamps</p>  <p>Make clay pinch pots</p>	<p>Nativity songs</p> <p>Start to learn songs for the Nativity play</p> <p>Uses moulding tools with malleable materials.</p> <p>making gingerbread men- decorating it talking about</p>	<p>Nativity songs</p> <p>Practise songs for the Nativity.</p> <p>Designing and make shoes</p> <p>starting to plan before making. Use a range of resources.</p>	<p>Nativity song practise....</p> <p>Christmas cards</p> 	<p>Christmas crafts</p> <p>salt dough decorations</p> 
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	<p>Headbands & Actors Make headbands for the characters - the pigs & the wolf. Can they reenact the story with their friends?</p>	<p>Provide the chn with a selection of red, black and green loose parts. Can they make a poppy of their own? Once they are happy with it pop a 'frame' on it.</p> 	 <p>Once dry, decorate - mix pva in with the paint for a little bit of sheen.</p> <p>Independently: Uses different textures in creations and will combine media.</p> 	<p>the choices of colour.</p> <p>Cuts along curved lines with scissors.</p> <p>Makes some independent choices about the resources needed and talks about creation</p> 		<p>Stamps- looking at stamps and designing a Christmas stamp.</p> <p>Junk modelling the houses in the story. Starting to join materials in different ways.</p>	
<p>Home corner</p>	<p>Learn how to play and care for the new resources. Learn how to tidy up properly, placing everything in its proper place. Look after the 'pets' on firework night!</p>	<p>Provide the chn with some props/ decorations to decorate the house with for Diwali.</p>	<p>Add a cd player for the chn to listen to music/ nativity songs while they are doing the household chores.</p>	<p>Put up the Christmas tree & decorate the 'house' for Christmas while listening to Christmas tunes. Can we dance around the kitchen?</p>	<p>Wrap presents (boxes) to put underneath the tree.</p> <p>Make mince pies (Add a fireplace??)</p>	<p>Write Christmas cards for their friends & family</p> <p>Have a 'Christmas' of their own - going to bed on Cgristmas eve, opening the presents/ eating the turkey etc...</p>	
<p>Construction</p>	<p>Making houses for the Three Little Pigs Using the different resources to make the houses for the three little pigs.</p> <p>Which item is the best to build a house with? Children to explain why.</p>	<p>Making a cottage for Grandma Make a cottage for Grandma/ den for the wolf- start with using the construction building- move to using junk modelling bits and fabric.</p>	 <p>Making the Taj Mahl- using small blocks.</p> <p>Using the lego to make the Three bears items that Goldilocks broke.</p>	<p>A bridge for the Gingerbread man to cross the river.</p> <p>Creating a bridge for the Gingerbread man to cross over the river.</p>	<p>Create a house for the Elves.</p> <p>Can they make a shoe shop?- have paper and pens to encourage making a sign to go with their shoe shop.</p>	<p>The Jolly Postman's route Make the route and houses that the Jolly Christmas postman visits.</p>	<p>Making a stable and a manger for baby Jesus.</p> <p>Have nativity pictures/ toys to support.</p>

<p>Mud Cafe</p>	<p>Save the Pigs! Make something yummy for the wolf to eat instead of them.</p>	<p>Get Well cake Cheer Grandma up by making her a get well cake.</p>	<p>Porridge Porridge making for the mummy, daddy & baby bear.</p>	<p>Fizzy Mud!! (recipe in week 4 folder)</p>	<p>Make 'tiny' food for the elves Everything needs to be tiny! tiny pots, tiny food, tiny spoons etc...</p>	<p>Make mince pies & hot chocolate Keep the Jolly Postman going on his rounds!</p>	<p>Bird cafe Christmas is about giving - look after the birds by making them food to eat over the colder months. (Recipe in week 7 folder)</p>
<p>Outside tuff tray</p>	<p>Muddy pigs! Provide the chn with a little tray(/ tuff tray?) of mud with pigs. Fill the big tray with warm bubbly water for the chn to clean the pigs with toothbrushes.</p>	<p>Explore Autumnal resources What do they notice, what do they see? Can they make a pattern using the conker, acorns etc...</p> <p>Fireworks art:</p>   <p>Cleaning the wolf's teeth.</p>	<p>Making three Have the three bears- can children find three of the different objects so the bears have just enough?</p> <p>Different size bowls- how much porridge do we need to fill each bowl? Change the size scoops for enhancements.</p>	<p>Fish out the sounds on the gingerbread man. Have different gingerbread men with different sounds on and magnets. Use a magnetic fishing rod to catch the gingerbread man and read and write the sounds.</p> <p>How many scoops?</p> 	<p>Hanging out the Elf clothes on a washing line.</p> <p>Making 5. Have Elves with the number 5 on. Children to use different resources to make 5 (On ten frame) Talk about how they have made 5. EG two conkers and 3 bears)</p>	<p>Sorting 2d shapes into 4 sides not 4 sides.</p> <p>Which parcel is heavier?</p>  <p>Mix of parcels, sizes and weights. Children to predict which ones they think will be the heaviest and use scales to work out.</p>	<p>Add fake snow & some wildlife toys - how can we look after these creatures in the cold - make nests etc</p>
<p>Outside Physical / building/ creative</p>	<p>Obstacle course/ story Display a story map of the 3 little pigs story to help them build the story/ an obstacle course.</p>	<p>Musical instruments Granny must have been really scared of the big bad wolf. Explore the musical instruments - can you make scary sounds?</p>	<p>Rangoli art Large scale - bright paint & sparkle as a collaborative piece</p> <p>Go on a Goldilocks hunt</p>	<p>Bridge making Help the Gingerbread man to cross the river by making a bridge.</p> <p>Pip & Pap hunt</p>	<p>Go on an elf hunt Elves are tiny so you may need a magnifying glass!</p> <p>What other things are tiny?</p>	<p>Make Santa's sleigh Sing jingle bells as they fly through the sky & jingle the bells as they go!</p> <p>Bikes:</p>	<p>Make a stage Can they reenact the Nativity play & sing some of our song?</p>

	<p>Can they retell the story as they go?</p> <p>Building area Create a building site to build houses. Can they make a plan? Provide the chn with writing belts to facilitate this.</p>	<p>What's the time Mr Wolf? game</p>	<p>Chair making Happy Birthday baby bear Explore the musical instruments - can we make happy sounds? Can they accompany them to the happy birthday song?</p> <p>Play musical chairs</p>	<p>What characters can they find? Write them down so we know who you've found!</p> <p>Make a space ship for Pip & Pap. Help Pip & Pap get home in time for dinner!</p>	<p>Hunt for and record their findings. (woodlouse, acorns, selection of little objects strategically placed.)</p>	<p>Riding a bike like the Jolly Postman.</p>	
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