

**Reception Autumn 2 - Medium term overview**

<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>	<u>Week 7</u>
<b>Maths</b>						
<p><b>Mastering number</b></p> <p align="center"><u>Composition</u></p> <p>Explore the concepts of wholes and parts by looking at a range of objects that composed of parts, some of which can be taken apart and some of which cannot.</p>	<p><b>Mastering number</b></p> <p align="center"><u>Composition</u></p> <p>Explore the concepts of wholes and parts by looking at a range of objects that composed of parts, some of which can be taken apart and some of which cannot.</p> <p>Explore the composition of numbers within 5.</p>	<p><b>Mastering number</b></p> <p align="center"><u>Cardinality</u></p> <p>Begin to count beyond 5.</p> <p>Begin to recognise numerals, relating these to quantities they can subitise and count.</p>	<p><b>Mastering number</b></p> <p align="center"><u>Subitising</u></p> <p>Subitise within 5, perceptually and conceptually depending on the arrangement.</p> <p>Begin to recognise numerals, relating these to quantities they can subitise and count.</p>	<p><b>Mastering number</b></p> <p align="center"><u>Cardinality</u></p> <p>Begin to count beyond 5.</p> <p>Begin to recognise numerals, relating these to quantities they can subitise and count.</p> <p>recognise numerals 1–5 order numbers from 1–5.</p>	<p><b>Mastering number</b></p> <p align="center"><u>Composition</u></p> <p>Explore the concepts of wholes and parts by looking at a range of objects that composed of parts, some of which can be taken apart and some of which cannot.</p> <p>Explore the composition of numbers within 5.</p>	<p><b>Mastering number</b></p> <p align="center"><u>Comparison</u></p> <p>Compare sets through looking, subitising and matching.</p> <p>Compare sets by matching seeing that when every object can be matched to one in the other set, they contain the same number and are equal amounts.</p>
<p align="center">Comparing how many on and off the bus using maths stories.</p> <p align="center">Diwali patterns Patterns Diwali Months of the year song Sorting children by birthday months One more or one less board games. Rocket ship building. Guiding a rocket through a route (positional language). Patterns in the sand Looking at part whole models indoors and outdoors (larger scale). Composition of numbers up to 5 using numicon. Number blocks up to 5. Matching dice faces.</p>						
<b>Literacy</b>						

<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>	<p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondence and, where necessary, a few exception words.</p>	<p>Form lower-case and capital letters correctly.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondence and, where necessary, a few exception words.</p>
<p><b>Ready steady write:</b></p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Learn new vocabulary from texts</p>	<p><b>Ready steady write:</b></p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Learn new vocabulary from texts</p>	<p><b>Ready steady write:</b></p> <p>Recognise four parts of a simple narrative - opening, build up, problem and ending</p> <p>Orally rehearse sentences and Word Count the number of words spoken prior to writing</p>	<p><b>Ready steady write:</b></p> <p>Retell the story - some as exact repetition and some in own words. including; Once upon a time, So, First, Next, finally.</p> <p>•Focus on a simple sentence - Subject, verb object. e.g. I got a gem.</p>	<p><b>Ready steady write:</b></p> <p>Combining words to make labels, captions, lists, phrases and short sentences</p>	<p><b>Ready steady write:</b></p> <p>Represent words in print segmenting using known GPCs to make phonemically plausible attempts at spelling</p>	<p><b>Ready steady write:</b></p> <p>Separation of words with spaces.</p>

*Daily RWI and ready, steady write sessions.*

*Reading a wide range of texts including traditional tales and non-fiction.*

*Singing nursery rhymes daily and recognising rhyming words in the songs.*

*Pinny time in the setting.*

*Fine motor skill opportunities.*

Large mark making opportunities

Blending CVC words  
 Writing CVC words  
 Christmas lists  
 Christmas cards

Have a selection of books which relate to the story.

Children can write a simple wish on starshaped paper and place it in a class jar e.g. 'I wish for a new bike.'  
 Hide 'treasure' and matching labels in the sand. Use sieves to find them. Match treasure to labels.

**Communication and Language**

<p>Understand how to listen carefully and why listening is important.</p> <p>Engage in story times.</p>	<p>Listen to and talk about stories to build familiarity and understanding</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p>	<p>Listen to and talk about stories to build familiarity and understanding.</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> <p>Learn rhymes poems and songs.</p>	<p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Use new vocabulary through the day.</p>	<p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Use new vocabulary through the day.</p>	<p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>
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***Ready, steady write (RSW) vocab.***  
***Morning routines/and day routines.***  
***Reading and talking about the vocab in different texts.***  
***Rhyme/song time daily***  
***Daily story time***  
 Circle time talking about Christmas/celebrations  
 Nursery rhyme week  
 Joining in with the story  
 Retell 'Star in a jar' through use of song and sequence using pictures.  
 Star in a jar small world set up.  
 Books about celebrations & Christmas

**Knowledge and understanding of the World**

<p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Comment on images of familiar situations in the past. (Remembrance Day). Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p>	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p>		<p>Understand some important processes and changes in the natural world around them, including the seasons.</p> <p>Describe what they see, feel and hear whilst outside.</p> <p>Draw information from a simple map. Explore the natural world around them.</p>	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps</p>	<p>Look and explore Hannukah (different tradition) making similarities and differences between our own celebrations.</p>
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Selection of diverse texts.  
 Rangoli patterns (small & large scale)  
 Winter Tuff Trays  
 Christmas decorations  
 Winter walk- onsite and offsite.  
 Taste Indian foods  
 Ice melting experiments  
 Compare traditions from around the world  
 Exposure to traditions i.e. bonfire night, Diwali, Hannukah, Christmas.

**Expressive arts and design**

<p>Investigate the marks and patterns made by different textures.</p>	<p>Investigate felts tips as a tool for mark making and developing fine motor skills as they create patterns.</p>	<p>Mark making outdoors with chalk, practising creating patterns in a new medium and</p>	<p>To explore using a pencil to draw. Reflect on their drawings whether they show what they can see.</p>	<p>Create self portraits by applying their observational skills,</p>	<p>Compare how colour is used by artists, applying what they have practised when drawing from</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>
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<ul style="list-style-type: none"> <li>- Use a range of small tools.</li> <li>- Begin to show accuracy and care when drawing.</li> <li>- Explore a variety of materials, tools and techniques, experimenting with colours designs, textures form and functions.</li> </ul>	<p>-Develop small motor skills so they can use a range of tools safely and confidently.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Explore, use and refine a variety of artistic effects to express ideas and feelings.</p>	<p>identifying similarities and differences between the drawing tools used.</p> <p>Explore, use and refine a variety of artistic effects to express ideas and feelings.</p>	<p>Explore, use and refine a variety of artistic effects to express ideas and feelings.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups</p>	<p>using mirrors to draw their faces carefully.</p> <p>Explore, use and refine a variety of artistic effects to express ideas and feelings.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>observation and creating a colourful self-portrait.</p> <p>Explore, use and refine a variety of artistic effects to express ideas and feelings.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Develop storylines in their pretend play.</p>
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**KAPOW Art/DT - Drawing: Marvellous marks**

Christmas decorations  
 Christmas cards  
 Rangoli patterns  
 Diya lamps

Christmas role play (santa's workshop)

Performance opportunities- Nursery rhyme week, Christmas performance

**PSED**

<p>Identify something that we are good at and understand everyone is good at different things.</p>	<p>Understand that being different makes us all special.</p>	<p>Know we are all different but the same in some ways.</p>	<p>Tell others why our homes are special.</p> <p>See themselves as a valuable individual</p>	<p>Manage their own needs – personal hygiene</p> <p>Know and talk about the different factors that</p>	<p>Understand what is important to be a kind friend.</p>	<p>Know which words to use to stand up for myself when someone says or does something unkind.</p>
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	Think about the perspectives of others.			support their overall health and wellbeing.	Build constructive and respectful relationships.  Express their feelings and consider the feelings of others.	Express their feelings and consider the feelings of others.
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***Celebrating differences- PSHE Jigsaw***  
Classroom expectations/rules.  
School values  
Jigsaw calm me time  
Continuous turn taking modelled  
PATHS lessons (weekly)

**Physical development**

<p>Explore different body parts and how they move.</p> <p>Develop fine motor skills so that they can use a range of tools competently, safely and confidently. Pencils, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Explore different body parts and how they move and remember and repeat actions.</p> <p>Develop fine motor skills so that they can use a range of tools competently, safely and confidently. Pencils, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Express and communicate ideas through movement exploring different and levels.</p> <p>Develop fine motor skills so that they can use a range of tools competently, safely and confidently. Pencils, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Create movements and adapt and perform simple dance patterns.</p> <p>Develop fine motor skills so that they can use a range of tools competently, safely and confidently. Pencils, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Copy and repeat actions showing confidence and imagination.</p> <p>Develop fine motor skills so that they can use a range of tools competently, safely and confidently. Pencils, paintbrushes, scissors, knives, forks and spoons.</p>	<p>To move with control and coordination, linking, copying and repeating actions.</p> <p>Develop fine motor skills so that they can use a range of tools competently, safely and confidently. Pencils, paintbrushes, scissors, knives, forks and spoons.</p>	<p>To move with control and coordination, linking, copying and repeating actions.</p> <p>Develop fine motor skills so that they can use a range of tools competently, safely and confidently. Pencils, paintbrushes, scissors, knives, forks and spoons.</p>
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***Weekly PE sessions following GetSet4PE scheme (dance unit 1)***  
***Squiggle while you wiggle***  
***Dough disco/funky fingers***  
CP independent choices in creative area  
Learn to create own playdough using minimal ingredients.  
Self portraits  
Salt dough decorations  
Diwali dance

School performance dance