

F2 Medium Term Plan – F2 Autumn 2

Amazing Animals / our celebrations

Themes will include: Amazing animals / Our Celebrations

Personal, Social and Emotional Development:

Daily show they have an awareness of the school rules and routines.

Show our school values in a variety of ways.

Continue to learn and understand expected behaviour in school.

Continue making new friends and communicating with both adults and children.

Continue playing co-operatively, taking it in turns and sharing nicely.

Asking for help and taking about own wants, needs, interests and opinions.

Continue getting used to their new environment and managing their own needs

Reception Development matter statements which children will begin to develop-

See themselves as a valuable individual.

Build constructive and respectful relationships.

Express their feelings and consider the feelings of others.

Show resilience and perseverance in the face of challenge.

Identify and moderate their own feelings socially and emotionally.

Think about the perspectives of others.

Manage their own needs. - personal hygiene

Know and talk about the different factors that support their overall health and wellbeing;

regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian

How we will help develop these skills in our classroom via adult directed or enhancements in CPA-

- Carpet class discussions
- Small group work
- Assemblies
- Story time sessions with high quality link texts
- Promoting values through our pots of gold
- Discover and do time enhancements for challenges.
- Weekly Heartsmart lessons
- Role of the adult modelling, questioning, challenging and extending learning and development

Communication and Language:

Lots of time will be spent with adults interacting with children during discover and do time through conversation, role play and storytelling modelling language, extending ideas and asking questions.

Reception Development matter statements which children will begin to develop-

Understand how to listen carefully and why listening is important.

Learn new vocabulary.

Use new vocabulary through the day.

Ask questions to find out more and to check they understand what has been said to them.

Articulate their ideas and thoughts in well-formed sentences.

Connect one idea or action to another using a range of conjunctions.

Describe events in some detail.

Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.

Develop social phrases.

Engage in story times.

Listen to and talk about stories to build familiarity and understanding.

Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.

Use new vocabulary in different contexts.

Listen carefully to rhymes and songs, paying attention to how they sound.

Learn rhymes, poems and songs.

Engage in non-fiction books.

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

How we will help develop these skills in our classroom via adult directed or enhancements in CPA-

- Small world area - children's free choice of what to use and set up
- Home / school role play area
- Tree house linked to hibernation / nocturnal animals
- Story time sessions - A big focus on non-fiction this term learning about hibernation, nocturnal animals, changes in seasons.
- Lots of new vocabulary linked to Diwali, nocturnal animals, hibernation, changes in seasons and Christmas. This vocabulary will be taught via carpet sessions, interaction in the treehouse role play, investigations stations and general engagement in children's learning via discover and do time.
- Re telling stories and story sequencing linked to Diwali, night / day animals, The first Christmas.
- Assemblies / review of the day
- Lots of time will be spent with adults interacting with children during discover and do time through conversation, role play and storytelling modelling language, extending ideas and asking questions.

Physical Development:

Reception Development matter statements which children will begin to develop-

Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing

Progress towards a more fluent style of moving, with developing control and grace.

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

Develop overall body-strength, balance, co-ordination and agility.

How we will help develop these skills in our classroom via adult directed or enhancements in CPA-

- Weekly PE lesson- Gymnastics
- Use the bikes, scooters, balls, hoops, ropes and balancing equipment in the outdoor classroom.
- In the workshop area daily opportunities to use scissors, paintbrushes and glue spreaders.
- Opportunities to use pencils, pens and crayons in all areas of the classroom to develop pencil grip and control.
- Weekly enhancements for finger gym challenges to develop fine motor control.
- Home corner to have knives, forks and spoons to practise in their play.
- playdoh
- funky finger interventions

Literacy:

Reception Development matter statements which children will begin to develop-

Read individual letters by saying the sounds for them.

Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.

Read some letter groups that each represent one sound and say sounds for them.

Read a few common exception words matched to the school's phonic programme.

Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few red words.

Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Form lower-case and capital letters correctly.

Spell words by identifying the sounds and then writing the sound with letter/s.

Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.

Re-read what they have written to check that it makes sense.

How we will help develop these skills in our classroom via adult directed or enhancements in CPA-

- Daily story time to discuss stories, develop comprehension and understanding of books as well as promoting a love for reading.
- Daily phonics RWI Set one sounds
- Daily writing challenges as they come in each morning
- Initial sound activities and challenges set up weekly in discover and do
- Blending and segmenting opportunities set up in discover and do
- School role play area with red words, flash cards and green words added in for reinforcement.
- Have a go books in reading area
- High fives around the classroom for red words
- Weekly adult focus activities for reading and writing – name writing to be a focus and then attempts at initial sound, cvc and labelling opportunities for writing.
- Children to begin the school reading scheme once ready.
- Weekly drawing club lessons 3 times a week - developing awe and wonder, vocabulary, imagination, mark making and writing for a purpose - using phonic knowledge / skills

Mathematics:

Reception Development matter statements which children will begin to develop-

Count objects, actions and sounds.

Subitise.

Link the number symbol (numeral) with its cardinal number value.

Count beyond ten.

Compare numbers.

Understand the 'one more than/one less than' relationship between consecutive numbers.

Explore the composition of numbers to 10.

Automatically recall number bonds for numbers 0-5 and some to 10.

Select, rotate and manipulate shapes to develop spatial reasoning skills.

Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.

Continue, copy and create repeating patterns.

Compare length, weight and capacity.

How we will help develop these skills in our classroom via adult directed or enhancements in CPA-

- Daily maths carpet sessions - linked to number of the week
- Daily mastering number lessons
- Use of all different times of day for mathematical thinking eg ordinal numbers when lining up, days of week, months of year etc
- Opportunities for developing these new mathematical skills in all areas of learning in discover and do

Understanding the world:

Reception Development matter statements which children will begin to develop-

Talk about members of their immediate family and community.

Name and describe people who are familiar to them.

Comment on images of familiar situations in the past.

Compare and contrast characters from stories, including figures from the past.

Draw information from a simple map.

Understand that some places are special to members of their community.

Recognise that people have different beliefs and celebrate special times in different ways.

Recognise some similarities and differences between life in this country and life in other countries.

Explore the natural world around them.

Describe what they see, hear and feel whilst outside.

Recognise some environments that are different to the one in which they live.

Understand the effect of changing seasons on the natural world around them.

How we will help develop these skills in our classroom via adult directed or enhancements in CPA-

- Carpet discussions about animals, their habitats, nocturnal and hibernation.
- Discussions about the celebration of Diwali and similarities and differences to Christmas.
- Map drawing of the park - linked to changes in seasons and animals
- Investigation station set ups linked to changes in seasons, animals and their habitats

Expressive arts and design:

Reception Development matter statements which children will begin to develop-

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Return to and build on their previous learning, refining ideas and developing their ability to represent them. .

Create collaboratively, sharing ideas, resources and skills.

Listen attentively, move to and talk about music, expressing their feelings and responses.

Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody.

Develop storylines in their pretend play.

Explore and engage in music making and dance, performing solo or in groups.

How we will help develop these skills in our classroom via adult directed or enhancements in CPA-

- Workshop area for children to design and make during discover and do - there will be enhancements introduce new techniques but then these will be left out for children to use independently to repeat, rehearse and revisit. Children need time to practice and consolidate. Repetition is a good thing.
- Lego, Duplo and construction carpet for child-initiated construction.
- Large scale construction in the outdoor classroom.
- Observational drawings of mehndi patterns, animals
- Colour mixing challenges.
- Home and school role play areas
- Treehouse role play
- Small world area
- Weekly music / singing sessions
- Musical instruments in outdoor classroom

Link texts -

Don't Hog the Hedge

Day monkey Night monkey

Owl babies

Seasons come, seasons go

Stuck

Leaf man

Christmas Story / Nativity

Stick man

Rama and Sita

Dipal's Diwali

Non fiction texts linked