

EYFS – Reception

Reception Jade and Emerald	Term 2 Autumn 2	Enquiry Theme	Paws, Jaws and Claws			
		Enquiry Question	How can I look after a pet?			
Role play	Inside	Vets/ Animal Hospital		Outside	Safari Zoo	

Throughout all learning, the Reception Team will ensure activities and interactions which support the <b>Characteristics of Learning:</b>			<b>Playing and exploring</b> – engagement: Finding out and exploring; Playing with what they know; Being willing to ‘have a go’ <b>Active learning</b> – motivation: Being involved and concentrating; Keeping trying; Enjoying achieving what they set out to do <b>Creating and thinking critically</b> – thinking ; Having their own ideas; Making links; Choosing ways to do things				
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>
<b>Personal, Social and Emotional Development (PSED)</b> <b>Self-Regulation</b> Identify and moderate their own feelings socially and emotionally <b>ELG: Managing Self</b> Increasingly follow rules without adult reminders and understand why they are important. Able to dress/undress independently. <b>ELG: Building Relationships</b> Begin to understand how others may feel. Express their feelings and consider the feelings of others.	<b>Self-Regulation</b> Moving from co-regulation to self-regulation  <b>ELG: Managing Self</b> Increasingly follow rules	<b>Self-Regulation</b> Moving from co-regulation to self-regulation  <b>ELG: Managing Self</b> Increasingly follow rules	<b>Self-Regulation</b> Moving from co-regulation to self-regulation  <b>ELG: Managing Self</b> Show more confidence in social situations	<b>Self-Regulation</b> Talking with others to solve conflict  <b>ELG: Managing Self</b> Show more confidence in social situations	<b>Self-Regulation</b> Talking with others to solve conflict  <b>ELG: Managing Self</b> Identify and select resources independently	<b>Self-Regulation</b> Developing problem solving skills  <b>ELG: Managing Self</b> Identify and select resources independently	<b>Self-Regulation</b> Developing problem solving skills  <b>ELG: Managing Self</b> Identify and select resources independently
	<b>ELG: Building Relationships</b> Beginning to understand how others might feel	<b>ELG: Building Relationships</b> Beginning to understand how others might feel	<b>ELG: Building Relationships</b> Help to find solution to conflict	<b>ELG: Building Relationships</b> Help to find solution to conflict	<b>ELG: Building Relationships</b> Develop sense of membership to a community	<b>ELG: Building Relationships</b> Develop sense of membership to a community	<b>ELG: Building Relationships</b> Develop sense of membership to a community
	<b>Fine</b> Using one handed tools  <b>Gross</b> Able to learn and remember sequences and patterns of movement which are related to music	<b>Fine</b> Using one handed tools  <b>Gross</b> Able to learn and remember sequences and patterns of movement which are related to music	<b>Fine</b> Developing correct tripod grip  <b>Gross</b> Able to learn and remember sequences and patterns of movement which are related to music	<b>Fine</b> Developing correct tripod grip  <b>Gross</b> Able to learn and remember sequences and patterns of movement which are related to music	<b>Fine</b> Show preference for a dominant hand  <b>Gross</b> Able to learn and remember sequences and patterns of movement which are related to music	<b>Fine</b> Show preference for a dominant hand  <b>Gross</b> Able to learn and remember sequences and patterns of movement which are related to music	<b>Fine Gross</b>  <b>Gross</b> Able to learn and remember sequences and patterns of movement which are related to music

jumping; running; hopping; skipping and climbing						are related to music	
<b>Communication and Language (CL)</b> <b>Listening, Attention and Understanding</b> Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. <b>Speaking</b> Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Ask questions to find out more and to check they understand what has been said to them.	<b>Listening, Attention and Understanding</b> Enjoy listening to longer stories	<b>Listening, Attention and Understanding</b> Enjoy listening to longer stories	<b>Listening, Attention and Understanding</b> Enjoy listening to longer stories	<b>Listening, Attention and Understanding</b> Enjoy listening to longer stories	<b>Listening, Attention and Understanding</b> Enjoy listening to longer stories	<b>Listening, Attention and Understanding</b> Enjoy listening to longer stories	<b>Listening, Attention and Understanding</b> Enjoy listening to longer stories
	<b>Speaking</b> Sing a large repertoire of songs  Using longer sentences and increasing vocabulary	<b>Speaking</b> Sing a large repertoire of songs  Using longer sentences and increasing vocabulary	<b>Speaking</b> Sing a large repertoire of songs  Using longer sentences and increasing vocabulary	<b>Speaking</b> Sing a large repertoire of songs  Using longer sentences and increasing vocabulary	<b>Speaking</b> Sing a large repertoire of songs  Using longer sentences and increasing vocabulary	<b>Speaking</b> Sing a large repertoire of songs  Using longer sentences and increasing vocabulary	<b>Speaking</b> Sing a large repertoire of songs  Using longer sentences and increasing vocabulary
<b>Literacy</b> <b>Word reading</b> Develop phonological awareness to spot and suggest rhymes, count or clap syllables in a word, recognise words with same initial sound, such as money and mother. Read individual letters by saying sounds for them. <b>Comprehension</b> Engage in extended conversations about stories, learning new vocabulary. <b>Writing</b> Use some of their print and letter knowledge in their early writing. Form lower-case and capital letters correctly.	<b>Texts:</b> Cinnamon, Dear Zoo, We're Going on a Bear Hunt, Handa's Hen, The Tiger Who Came to Tea, Stickman, Farmer Duck, Polar Bear, Polar Bear, What Do You Hear? <b>On The Way Home, Rosie's Walk, Mr Gumpy's Outing, The Gruffalo, Stickman</b>						
	<b>Word reading</b>	<b>Word reading</b>	<b>Word reading</b>	<b>Word reading</b>	<b>Word reading</b>	<b>Word reading</b>	<b>Word reading</b>
	<b>Phonics</b> Letters and Sounds-	<b>Phonics</b> Letters and Sounds-	<b>Phonics</b> Letters and Sounds-	<b>Phonics</b> Letters and Sounds-	<b>Phonics</b> Letters and Sounds-	<b>Phonics</b> Letters and Sounds-	<b>Phonics</b> Letters and Sounds-
	<b>Comprehension</b> Engage in conversation and learn new vocabulary	<b>Comprehension</b> Engage in conversation and learn new vocabulary	<b>Comprehension</b> Engage in conversation and learn new vocabulary	<b>Comprehension</b> Engage in conversation and learn new vocabulary	<b>Comprehension</b> Engage in conversation and learn new vocabulary	<b>Comprehension</b> Engage in conversation and learn new vocabulary	<b>Comprehension</b> Engage in conversation and learn new vocabulary
<b>Writing</b> Diwali Celebrations – Cinnamon  Write some letters accurately	<b>Writing</b> The Tiger Who Came to Tea  Write some letters accurately	<b>Writing</b> The Tiger Who Came to Tea  Write some letters accurately	<b>Writing</b> We're Going on a Bear Hunt  Write some letters accurately	<b>Writing</b> We're Going on a Bear Hunt  Write some letters accurately	<b>Writing</b> Stickman  Write some letters accurately	<b>Writing</b> Stick Man  Write some letters accurately	
<b>Mathematics</b> <b>Number</b> Develop fast recognition of up to 3 objects, without having to count them (subitising). Show 'finger numbers' up to 5. Link numerals and amounts, eg,	Number and Place Value- Numbers to 5 Addition and Subtraction- Sorting Number and Place Value- Comparing Groups Addition and Subtraction- Change within 5 Measurement- Time- My Day						

<p>showing correct number of objects to match numeral 5.</p> <p><b>Numerical Patterns</b> Recite numbers past 5 and in order to 10. Say one number for each item in order: 1, 2, 3, 4, 5. Know that last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Count objects, actions and sounds, reciting the numbers in order and matching one number name for each item. Compare quantities using language: 'more than', 'fewer than'. Compare objects: weight, length, size and capacity. Talk about and explore 2D and 3D shapes using information language such as: sides, corners, straight, flat, round. Describe sequence of events (real or fictional) using words such as first, then, next.</p>	<p><b>It's Me: 1, 2, 3!</b> Recognise 1, 2 and 3 Know the quantity of 1, 2 and 3 Count forward and backwards to 3 Count up to three objects in different arrangements Represent 1, 2 and 3 in a variety of different ways Understand the total number in a group up to 3 Begin to subitise numbers up to 3 Find 1, 2 and 3 on a clock and introduce 1 and 2p coins Use mark-making to represent 1, 2 and 3</p> <p><b>Comparing 1, 2, 3</b> Count forward and backwards to 3 Understand that as we count each number is one more than the one before Use range of representations to represent one more and one less</p>			<p><b>Circles and Triangles</b> Understand that circles have one curved side Understand that circles have 3 straight sides Recognise circles and triangles on items within school Build own circles and triangles</p> <p><b>Spatial Awareness</b> Use positional language to describe how items are positioned in relation to others Follow positional instructions Represent the location of objects using drawings, maps or models Build and complete life-sized journeys using position language Direct others using positional language</p> <p><b>4 &amp; 5</b> Count on and back to 4/5 Count and subitise up to 4 or 5 objects. Match number names to quantities Use mark making to represent 4 and 5</p>			<p><b>One More and One Less</b> Count, subitise and compare to explore and find one more and one less Use five frames to represent numbers and then make one more or less Use 5 frame to predict how many there will be when they add or take-away 1 Relate adding 1 more to counting forwards and 1 less to counting backwards Begin to say one more than a number without counting Recognise frames or groups of objects that are one more than a given number</p> <p><b>Shapes with 4 sides</b> Understand that squares and rectangles have 4 straight sides and 4 corners Recognise squares and rectangles on items within school Build own squares and rectangles</p>			<p><b>Night and Day</b> Understand night and day Develop a sense of time in terms of 'yesterday', 'today' and 'tomorrow' Describe and order when relative events happen across different days using positional language such as before, later, after and next Measure time in simple ways such as number of sleeps until an event and using timers</p>				
<p><b>Understanding the World</b></p> <p><b>Past and Present</b> Comment on images of familiar situations in the past.</p> <p><b>People, Culture and Communities</b> Recognise that people have different beliefs and celebrate special times in different ways..</p> <p><b>The Natural World</b> Use all their senses in hands on exploration of natural materials. Talk about the differences between materials and changes they notice. Explore and talk about different forces they can feel.</p>	<p><b>Past and Present</b> War and conflicts <i>Compare and contrast characters from stories, including figures from the past (3-4 yrs)</i></p>						<p><b>Past and Present</b> Christmas story <i>Recognise that people have different beliefs and celebrate special times in different ways. (R)</i></p>			<p><b>Past and Present</b> Christmas around the world. <i>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</i></p>				
<p><b>People, Culture and Communities</b> Rami and Sita Why is Diwali important to Hindu people?</p>			<p><b>People, Culture and Communities</b> World War and conflicts/ Remembrance Day</p>			<p><b>People, Culture and Communities</b> Road safety week</p>			<p><b>People, Culture and Communities</b> Good Deeds: How can we do something special for our Community?</p>			<p><b>People, Culture and Communities</b> Charity – Christmas Jumper Day  Christingle Celebrations <i>Recognise that people have different beliefs and celebrate special</i></p>		

## Green Park Village Primary Academy- Curriculum Overview- Medium Term Plan (MTP)

							<i>times in different ways (R)</i>
	<b>The Natural World</b> Pet Fact Files	<b>The Natural World</b> Animals around the world	<b>The Natural World</b> <b>Animal habitats</b> - Tigers and cats from around the world.	<b>The Natural World</b> Christmas Trees – trees and seasons	<b>The Natural World</b> Christmas Trees – trees and seasons	<b>The Natural World</b> Make a stick man – what type of sticks are the best?	<b>The Natural World</b>
<b>Expressive Arts and Design</b> <b>Creating with Materials</b> Take part in simple pretend play, using an object to represent something else even though they are not similar. Use drawing to represent ideas like movement or loud noises. <b>Being Imaginative and Expressive</b> Sing in a group or on their own, increasingly matching the pitch and following the melody. Sing the pitch of a tone sung by another person 'pitch match'. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar song.	<b>Creating with Materials</b> Clay Diwali Divas	<b>Creating with Materials</b> Poppy Art	<b>Creating with Materials</b> Animal masks	<b>Creating with Materials</b> Christmas decorations for the tree	<b>Creating with Materials</b> Cards/Calendars for our neighbours	<b>Creating with Materials</b> Hand print Robin cards	
	<b>Being Imaginative and Expressive</b> Creating Rangoli Patterns Learning to sing and dance to a Diwali song	<b>Being Imaginative and Expressive</b> Firework scratch painting - exploring colours and resources to achieve required effect	<b>Being imaginative and Expressive.</b> Make a habitat in a shoe box – selecting appropriate resources and using simple tools to effect changes to materials.	<b>Being Imaginative and Expressive</b> Create own bear hunts inside and outside of class. Choose materials to represent different environments.	<b>Being Imaginative and Expressive</b> Rehearsal and performance for Christmas	<b>Being Imaginative and Expressive</b> Design cards/calendars Rehearsal and performance for Christmas	
<b>Specific progression subjects for school curriculum continuation</b>							
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>
<b>Music</b> <i>Performance focus</i>	Listening to and describing Hindi music – how does the music make us feel?	Christmas performance rehearsals	Christmas performance rehearsals	Christmas performance rehearsals	Christmas performance rehearsals	Christmas performances	
<b>Computing</b>	Investigating everyday technologies Unit 5 We can drive I am a controller	Understand that music/video/sounds can be played and replayed very easily using a computer Unit 6 We are DJs I am a producer	Bee bots programming for positional language and directions	Bee bots programming for positional language and directions	Select and use a digital timer to count down a set length of time Unit 7 We can exercise I am a controller	Show understanding that information can be retrieved from computers Unit 8 We are healthy I am a controller	Bee bots programming for directions/positional language for Father Christmas
<b>PE</b>	U-Sports Session 1: Invasion game skills- rugby Session 2: Fundamental movement skills – agility, balance & co-ordination						

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<p><b>RE</b> What makes people special? What can we learn from stories? How do people celebrate?</p>	<p>Celebrating a birthday- how do we celebrate?</p>	<p>What is a suitable present for a baby?</p>	<p>How do we feel when we receive a gift?</p>	<p>Being kind to others- how do we show this in our everyday actions?</p>	<p>The Christmas story  <i>Christmas Tree Tradition</i></p>		
<p><b>PSHE and Citizenship</b> Jigsaw- Celebrating Differences</p>	<p>What am I good at?</p>	<p>Taking part in Children in Need activities - understanding the needs of others  I'm special, I'm me!</p>	<p>How to be a kind friend.</p>	<p>Know how to give and receive compliments.</p>	<p>Good Deeds week</p>	<p>Taking part in Christmas Jumper Day activities - understanding the needs of others</p>	
<p><b>MFL</b> <i>Spanish</i> Language Angels- Animals- nouns, articles and I am.</p>	<p>Language Angels Salutations - greetings</p>	<p>Language Angels Salutations - greetings</p>	<p>Language Angels Salutations - greetings</p>	<p>Language Angels Numbers to 10</p>	<p>Language Angels Numbers to 10</p>	<p>Language Angels Feliz Navidad - Christmas</p>	<p>Language Angels Feliz Navidad - Christmas</p>
<p>Visitors</p>	<p>TBC (Guide Dogs for Blind/Hearing Dogs/ Pantomime)</p>						
<p>Visits</p>	<p>Buddies- get to know you</p>						
<p>REAch2's 11 before 11 Promises</p>	<p style="text-align: center;">  <b>10 good deeds</b> </p>						