

EYFS – Reception

Reception Jade and Emerald	Term 2 Autumn 2	Enquiry Theme	Lights and Lanterns			
		Enquiry Question	How is light special in our celebrations?			
Role play	Inside	Party Shop/ Lights Shop/ Fireworks		Outside	Performance Theatre	

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

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jumping; running; hopping; skipping and climbing							
Communication and Language (CL) Listening, Attention and Understanding Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Speaking 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.	Listening, Attention and Understanding Enjoy listening to longer stories	Listening, Attention and Understanding Enjoy listening to longer stories	Listening, Attention and Understanding Enjoy listening to longer stories	Listening, Attention and Understanding Enjoy listening to longer stories	Listening, Attention and Understanding Enjoy listening to longer stories	Listening, Attention and Understanding Enjoy listening to longer stories	Listening, Attention and Understanding Enjoy listening to longer stories
	Speaking Sing a large repertoire of songs Using longer sentences and increasing vocabulary	Speaking Sing a large repertoire of songs Using longer sentences and increasing vocabulary	Speaking Sing a large repertoire of songs Using longer sentences and increasing vocabulary	Speaking Sing a large repertoire of songs Using longer sentences and increasing vocabulary	Speaking Sing a large repertoire of songs Using longer sentences and increasing vocabulary	Speaking Sing a large repertoire of songs Using longer sentences and increasing vocabulary	Speaking Sing a large repertoire of songs Using longer sentences and increasing vocabulary
Literacy Word reading 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. Comprehension Engage in extended conversations about stories, learning new vocabulary. Writing Use some of their print and letter knowledge in their early writing. Form lower-case and capital letters correctly.	Core Texts: Poppies Remembrance Day ; Stick Man Wider reading: Proudest Blue						
	Word reading	Word reading	Word reading	Word reading	Word reading	Word reading	Word reading
	Phonics Letters and Sounds- Little Wandle Phase 2	Phonics Letters and Sounds- Little Wandle Phase 2	Phonics Letters and Sounds- Little Wandle Phase 2	Phonics Letters and Sounds- Little Wandle Phase 2	Phonics Letters and Sounds- Little Wandle Phase 2	Phonics Letters and Sounds- Little Wandle Phase 2	Phonics Letters and Sounds- Little Wandle Phase 2
	Comprehension Engage in conversation and learn new vocabulary	Comprehension Engage in conversation and learn new vocabulary	Comprehension Engage in conversation and learn new vocabulary	Comprehension Engage in conversation and learn new vocabulary	Comprehension Engage in conversation and learn new vocabulary	Comprehension Engage in conversation and learn new vocabulary	Comprehension Engage in conversation and learn new vocabulary
	Writing Poppies Remembrance Day Write some letters accurately	Writing Poppies Remembrance Day Write some letters accurately	Writing Poppies Remembrance Day Write some letters accurately	Writing Stickman Write some letters accurately	Writing Stickman Write some letters accurately	Writing Stickman Write some letters accurately	Writing Write some letters accurately
Writing Foundational Skills/ Knowledge	Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.						

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Mathematics Number 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, showing correct number of objects to match numeral 5. Numerical Patterns 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.	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						
	It’s Me: 1, 2, 3! 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 Comparing 1, 2, 3 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		Circles and Triangles 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 Spatial Awareness 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 4 & 5 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		One More and One Less 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 Shapes with 4 sides 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		Night and Day 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
Maths- Foundational Facts	Recall number bonds to 10	Recall number bonds to 10	Recall number bonds to 10	Name 2d shapes	Name 2d shapes	Name 2d shapes	
Understanding the World Past and Present Comment on images of familiar situations in the past. People, Culture and Communities Recognise that people have different beliefs and celebrate special times in different ways.. The Natural World	Past and Present War and conflicts Compare and contrast characters from stories, including figures from the past (3-4 yrs)		Past and Present Christmas story Recognise that people have different beliefs and celebrate special times in different ways. (R)		Past and Present Christmas around the world. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.		
	People, Culture and Communities Rami and Sita	People, Culture and Communities World War and conflicts/ Remembrance Day		People, Culture and Communities Road safety week	People, Culture and Communities Good Deeds: How can we do something	People, Culture and Communities Charity – Christmas Jumper Day	People, Culture and Communities Christingle Celebrations

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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.	Why is Diwali important to Hindu people?				special for our Community?		Recognise that people have different beliefs and celebrate special times in different ways (R)
	The Natural World Textures of autumnal natural materials	The Natural World Poppy fields	The Natural World Textures of autumnal natural materials	The Natural World Christmas Trees – trees and seasons	The Natural World Christmas Trees – trees and seasons	The Natural World Make a stick man – what type of sticks are the best?	The Natural World
Expressive Arts and Design Creating with Materials Take part in simple pretend play, using an object to represent something else even through they are not similar. Use drawing to represent ideas like movement or loud noises. Being Imaginative and Expressive 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 shapre (moving melody, such as up and down, down and up) of familiar song.	Creating with Materials Clay Diwali Divas	Creating with Materials Poppy Art	Creating with Materials Theatre/ performance masks	Creating with Materials Christmas decorations for the tree	Creating with Materials Cards/Calendars for our neighbours	Creating with Materials Hand print cards showing lights- metallics, sparkle	
	Being Imaginative and Expressive Creating Rangoli Patterns Learning to sing and dance to a Diwali song	Being Imaginative and Expressive Firework scratch painting - exploring colours and resources to achieve required effect	Being imaginative and Expressive. Make a theatre in a shoe box – selecting appropriate resources and using simple tools to effect changes to materials.	Being Imaginative and Expressive Create own puppet shows with scenery inside and outside of class. Choose materials to represent different environments.	Being Imaginative and Expressive Rehearsal and performance for Christmas	Being Imaginative and Expressive Design cards/calendars Rehearsal and performance for Christmas	
Specific progression subjects for school curriculum continuation							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Music Kapow: Celebration Music Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas	Learn about music from another culture- Diwali festival; respond to music with movement	Learn about music from another culture- Hanukkah festival; play and move to music	Learn about music from another culture- Kwanzaa festival; take part in a traditional call and response song and use classroom objects to play in response to African music	Learn about music from another culture- Christmas; take part in a group song involving singing, voice sounds and playing instruments; sing and move to a Christmas song	Suggest appropriate actions to match song lyrics; sing and move to Christmas songs	Christmas performances	
Computing Rising Stars- Switched On ICT EYFS	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	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	Show understanding that information can be retrieved from computers	Bee bots programming for directions/positional language for Father Christmas

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		Unit 6 We are DJs I am a producer			Unit 7 We can exercise I am a controller	Unit 8 We are healthy I am a controller	
PE Co-operate and Solve Problems Unit 1 Dance Unit 1	Co-operate and Solve Problems Unit 1 Match markings and colours Identify groups Find other children who have similarities	Co-operate and Solve Problems Unit 1 Follow instructions Perform coordination activities Cooperate with a partner to move across areas	Co-operate and Solve Problems Unit 1 Replicate numbers using body shapes Work as a pair	Co-operate and Solve Problems Unit 1 Name and perform actions, including jumps, rolls and travel Associate actions with colours Define their own trail	Co-operate and Solve Problems Unit 1 Use imagination Work within a team to collect items and follow instructions Create shapes on the floor using resources	Co-operate and Solve Problems Unit 1 Work cooperatively to move objects Persevere through challenges Listen and make decisions as a part of a partnership	
	Dance Unit 1 Perform a range of actions (e.g. jumping, balancing, crouching) Choreograph a short sequence that combines actions Link actions to a stimulus	Dance Unit 1 Perform using different levels and directions Create a short sequence using a theme	Dance Unit 1 Perform a sequence using unison and canon Work with others to perform	Dance Unit 1 Use expression to improve performance Express seasons through dance	Dance Unit 1 Change actions and movements Give examples of how methods of transport act Create sequences	Dance Unit 1 Mirror actions Perform a dance in a small group Discuss ideas in a group	
RE Enquiry: What is Christmas? Theme: Christmas.	Giving Why do we give presents?	Saying "Thank you" How does the person feel who got the present? How did it make you feel to give it?	The Christmas Story (A Christian Celebration) Why do Christians think Jesus is special?	The Shepherds (A Christian Story) Who was in the story? How did the shepherds feel when the angel appeared?	The Wise Men (A Christian Story) Why do Christians believe Jesus was a special baby? Why did the Wise Men visit him?	Christmas (A Christian Celebration) Discuss with the children - Do you celebrate Christmas?	

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PSHE and Citizenship Jigsaw- Celebrating Differences Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Know what being unique means Know what being proud means and that people can be proud of different things Know that people can be good at different things	Know the names of some emotions such as happy, sad, frightened, angry	Know why having friends is important Know some qualities of a positive friendship	Know that they don't have to be 'the same as' to be a friend .	Know different ways of making friends	Know that families can be different Know that people have different homes and why they are important to them	
Visitors	TBC Pantomime / Religious Leaders/ Families sharing celebrations						
Visits	Buddies- get to know you						
REAch2's 11 before 11 Promises							