

EYFS – Reception and Nursery

Nursery / Reception	Autumn 2 2023 Cycle B	Enquiry Theme	Let's Celebrate			
		Enquiries	UNDERSTANDING WHAT WE ENJOY/ HOW WE HAVE CHANGED/OTHER CULTURAL CELEBRATIONS			
Role play	Inside	Home Corner		Outside	Mud Kitchen	

Throughout all learning, the Reception Team will ensure activities and interactions which support the **Characteristics of Learning**:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Personal, Social and Emotional Development (PSED) F1 – Focus on self regulation and building relationships F2 – Managing self and building constructive respectful relationships	FS1 / FS2- Jigsaw – Celebrating Differences						
	Piece 1 FS1/FS2: 1. What am I good at? F1: I know how it feels to be proud of something I am good at. F2: I can identify something I am good at and understand everyone is good at different things	Piece 2 FS1/FS2: I'm Special, I'm Me! F1: I can tell you one way I am special and unique. F2: I understand that being different makes us all special	Piece 3 FS1/FS2: Families F1: I know that all families are different. F2: I know we are all different but the same in some ways	Piece 4 FS1/FS2: Houses and Homes F1: I know there are lots of different houses and homes. F2: I can tell you why I think my home is special to me	Piece 5 FS1/FS2: Making Friends F1: I can tell you how I could make new friends. F2: I can tell you how to be a kind friend	Piece 6 FS1/FS2: Standing Up for Yourself F1: I can use my words to stand up for myself. F2: I know which words to use to stand up for myself when someone says or does something unkind	
Physical Development(PD)	FS1: Circle games, action songs and rhymes , initial grip supported to increase control of mark making tools. Fine: developing tripod grip to control a range of mark making tools To use a knife and fork Putting on coats, jumpers and cardigans Gross: Develop movement, balancing, riding balance bikes, scooters etc.						

St Richard's- Curriculum Overview- Medium Term Plan (MTP)

	<p>FS2 Get Set 4 PE- Introduction to PE Unit 2 Children to follow routine established in PE lessons and begin to follow more complex instructions Fine: developing tripod grip to control a range of mark making tools. (F2 – develop letter formation)</p> <p>Key Skills from Get Set 4 PE Physical: run, jump, throw, catch, roll, skip Social: work safely, co-operation, support others, communication Emotional: honesty, confidence, perseverance, determination Thinking: comprehension, make decisions, creativity</p>						
	Recapping and remembering how we use outdoor equipment safely FS1: As above but with increased independence– encourage to use steps first and support on A frame	Bead threading to make firework rockets. FS1: As above but with support – range of beads and threads available - small and large holes and threads available.	Kneading and shaping dough (linked to Judaism week) Challah Bread FS1: As above – thicker dough if needed and shaped cutters to support.	I can cut fruit for our porridge. FS1: Explore small world woodland animals and settings Make rice crispy nests – Owl Babies	Salt dough decorations. FS1: Thicker coloured dough and cutters	Practice getting on and off the stage. FS1: As above – support on stage as needed	Snow flake cutting FS1: As above but with support – range of scissors available - small and large loop handled, L/R handed
Communication and Language (CL)	<p>Listening, Attention and Understanding: Use new vocabulary through the day.</p> <p>F1: Listening and attention start to build a repertoire of songs and rhymes Speaking Enjoy listening to longer stories Develop communication, pronunciation and multi syllabic words</p> <p>F2: Listening and attention Understand how and why listening is important Engage in story time</p>						

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	<p>Listen to and talk about stories Use new vocabulary in different contexts Learn rhymes, poems, songs and stories Speaking Learn new vocabulary Use new vocabulary Describe events in detail Develop social phrases</p>						
	Share half term news within group times. Autumn.	Learn and use new vocabulary from new class story.	Vocab linked to asking for help, how can you ask for help?	Porridge with 'The Magic Porridge Pot' HOOK.	Learn new vocab linked to class story and Nativity. FS1: Learn new vocab and signifiers linked to the class story and carols.	Practice using all the words for our performance. FS1: Practice carols and songs for our performance	Christmas and seasonal words linked to winter.
<p>Literacy FS2: The Magic Porridge Pot FS1: Owl Babies</p>	<p>T4W – learn new class story and begin to retell. FS1: Learn the simplified story with signifiers</p>	<p>Retell class story using puppets/masks. Draw their own story map. FS1: Retell class story using puppets/masks. Class Story Map</p>	<p>Writing a letter to ask for help cleaning up the porridge. FS1: Naming, recognising images from story verbally and repetition to embed / Simple emotion faces of how characters are feeling in the story</p>	<p>Recipe writing for porridge. FS1: Innovation stage – what other animals could we use? Retell the story with new animals as suggested by the children</p>	<p>Learn new Nativity story. Letter writing for Father Christmas. FS1: Retell class story using puppets/masks. Class Story Map. Draw simple marks to represent animals in story map with adult to scribe responses</p>	<p>Invitations to our First Nativity. FS1: As above with simple images, marks with meanings</p>	<p>Writing Christmas cards for our friends. FS1: As above with simple images, marks with meanings</p>
Additional key texts for this half	<p>RWInc – systematic teaching of reading programme – followed with fidelity. Assessments and Colour Groups teaching graphemes</p>						

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term:	<p>F1 Key songs and rhymes Humpty Dumpty, 5 Wonky bicycles, 5 little speckled frogs, Incy Wincy Spider, Away in a Manger, Little Donkey, Five Little Monkeys Jumping on the Bed, Nativity songs, Fireworks song Plus previous</p> <p>FS1 Fiction Hairy Maclary from Donaldson's , Goodnight Moon FS2 Fiction The Tiger who came to tea, Pumpkin Soup Good Night Moon Stick Man Birthdays Non-Fiction Goodbye Autumn, Hello Winter. What can you see in Winter? The Nativity (various versions)</p>						
Key Vocab	<p>overjoyed, overflowed, oozed Autumn, Change, Bulbs, Plant, Compost, trowel, conker, acorn, pine cone.</p>	<p>FS1: Animal and character names, First, then, next, finally, Night, day, moon, owl, tree, branch, owlet,</p> <p>FS2: Animal and character names, First, then, next, finally, magic, porridge, tiny, poor, wept, hungry, pot, boil, halt</p>	<p>festival, celebration, Hannukah, Menorah, Shabbat, Jewish</p>	<p>Ambitious Vocabulary: FS2: Enormous, vast, unmanageable, relief, feast,</p> <p>FS1: Nocturnal, diurnal, hunting, prey, predator, dusk, overjoyed, overflowed, oozed</p>	<p>Advent, ready, prepare, wait, Winter, Christmas, Candle, Wreath,</p>	<p>Nativity, perform, stage, practice, song,</p>	<p>Christmas, Celebrate, presents, winter, cold, icy, snow.</p>
Mathematics	<p>See additional NECTM planning – mastering number planning weeks 1- 6 and consolidation in final week.</p>						
<p>See LTP NECTM Planning and Nursery Maths Progression of skills document</p>	<p>FS1: Progression of skills document</p> <p>Early Number Sense - Counting Assessment Focus 1: Rhymes and stories Assessment Focus 2: Early Counting - 1-1 correspondence to 3 Assessment Focus 3: Counting verbally - Number names to 5</p>						
	<p>Assessment Focus 4: Counting objects and representing numbers</p>						

	<p>Early Number Sense – Comparison Assessment Focus 1: Counting objects – compare groups</p> <p>Cardinality Assessment Focus 1: Numerals to 5 Assessment Focus 2: Fingers Assessment Focus 3: Subitising</p> <p>Composition Assessment Focus 1: Composition of a number being in parts (Part-part whole)</p> <p>Spatial Awareness Assessment Focus 1: Spatial Thinking</p> <p>Shape Assessment Focus 1: Early shape Assessment Focus 2: 2D and 3D shape</p> <p>Pattern Assessment Focus 1: Repeating Patterns</p> <p>Measures (Size, length, weight, capacity, time) Assessment Focus 1: Weight Assessment Focus 2: Length and height Assessment Focus 3: Time Assessment Focus 4: Capacity</p>						
Understanding the World	Autumn – what changes can we see. link back to harvest and where oats?	Remembrance focus	Understand that other people observe other faiths and celebrations (Link Judaism week)	Predictions for what will happen to our porridge when it cooks? How will fruit change the flavour?	Start of Advent – what special event are we waiting for?	Christmas – people celebrate it in lots of different ways.	Winter- how is it different to autumn? Changes we have noticed? Clothes for cold weather?
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Expressive Arts and Design	Observational drawing – Fruit and Vegetables Leaf prints Natural Autumn items for craft areas.	Firework pictures Poppy pictures.	Junk modelling	Fruit Printing – repeating pattern link to maths	CHRISTMAS CARD – Father Christmas painting. Christmas Trees – triangles	DT WEEK Practice Nativity songs (Decorate frames for Calendars)	Perform Nativity to families.
RE	Come and See Curriculum planning –WELCOME, JUDAISM and BIRTHDAYS topics						
One off days / celebrations	Rock Star Day	Remembrance day.	Judaism week Children in Need	Autumn Showcase		Pantomime in school Dress Rehearsal D&T Week DT Week Weaving experience, developing skills in weaving wool, twine, string F1 – wrapping wool, thread etc around a cardboard form F2- threading and weaving wool, twine etc in and out of holes and gaps	Breakfast with Santa Nativity

