

SIS Reception MTP- Autumn 2 Into the woods

***Sticky knowledge for topic**

Children's current knowledge, skills, interests and experiences	The children need...	Intention <i>(based on the needs of the children at the end of the previous half term)</i>
▪	<ul style="list-style-type: none"> • More fine motor opportunities • Further open ended exploration opportunities, e.g. within BBT • Links to real life experiences • The opportunity to explore the woods and signs of autumn in real life 	<ul style="list-style-type: none"> • Able to articulate more of own interests, e.g. items they would like out in BBT • To be more settled into school, confident with routines and expectations • Behaviour to be more consistent across the cohort • Most children to be able to write their own names To have a sound understanding of signs of autumn

Topic experiences	Key texts	Parental involvement and home learning
Autumn Walk Nativity performance Christmas Party	Bear Hunt Gruffalo Stickman	Home reading books Love of reading books Little Lending Library

Topic vocabulary		
Anchor words for all (key vocabulary for the topic)	Words for most	Words for some (more challenging and specific vocabulary)
wood forest trees trunk leaves roots hunt plants acorns/conkers Autumn change same/different see/hear/smell/feel	names of woodland animals Age, birth, birthday, born, gifts, Mary, Joseph, stable, Bethlehem, Jesus, Christmas, special, donkey, star presents, decorations, singing	environment pedestrian celebration

Communication and Language

What do we want the children to learn?	What learning opportunities will we provide?
<p>I know new vocabulary. I use new vocabulary in different contexts. I can use new vocabulary through the day.</p> <p>I can articulate my ideas and thoughts in well-formed sentences.</p> <p>I can connect one idea or action to another using a range of connectives. I know how to join up a sentence with words like 'because', 'or', 'and' I can ask questions to find out more and to check I understand what has been said</p> <p>I know how to listen carefully and why listening is important</p> <p>I can listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>I know some rhymes, poems and songs.</p> <p>I can engage in storytimes.</p>	<p>Focus CLL taught session per week Opportunities for paired talk during carpet time Small group work Daily story time</p> <p>Vocab Vikki word of the day (daily) Topic vocab introduced</p> <p>Curiosity cases</p> <p>Daily story time Props for acting out known stories Role play- home corner (tent) woodland area campsite</p> <p>Daily singing time- nursery rhymes, topic songs</p>

Personal, Social and Emotional Development

What do we want the children to learn?	What learning opportunities will we provide?
<p>See themselves as a valuable individual. Manage their own needs e.g. personal hygiene</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings socially and emotionally. I can begin to say when I am feeling happy, sad, tired, angry, calm</p> <p>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - being a safe pedestrian</p> <p>Road safety I know that I should not cross a road without an adult there to help me. I know that I need to stop, look and listen when crossing a road. I know the role of a lollipop person.</p>	<p>Weekly taught session with PSED focus Year group assembly once a week Celebration assembly once a week Golden rules revisiting School behaviour chart- rainbow reward stickers Head, Heart, Hands curriculum values reward stickers Circle times/Partner talk Opportunities for games, turn taking, collaborative play in BBT</p> <p>Introduction of the mood monsters for common feelings- happy, sad, tired, angry, calm</p> <p>PD link- beginning to talk about why we exercise on PD afternoons</p> <p>Talking about pedestrian safety before going on local walk, sharing photos and Risk Ass.</p> <p>Use of twinkl safety powerpoints as a start point for discussion</p>

<p>School safety</p> <p>I know how I am kept safe on the school site (e.g. knowing that all adults in my school will wear a badge)</p> <p>I know who to talk to in school if I feel unsafe.</p>	<p>Sharing school posters about who key adults are, explain role of ELSA and safeguarding adults in simple terms so children begin to recognise these adults</p>
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Physical Development	
What do we want the children to learn?	What learning opportunities will we provide?
<p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> • lining up and queuing • mealtimes • personal hygiene <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>I know how to hold my pencil correctly.</p> <p>I know how to use scissors and a knife, fork and spoon correctly.</p> <p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, jumping, climbing</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient-</p>	<p>Weekly PD afternoon focusing on gross and fine motor opportunities</p> <p>Continuous provision for gross motor development e.g. sweeping, swinging, pushing and pulling heavy large construction etc.</p> <p>Play/lunch/BBT time - to include opportunities to improve postural control and muscle strength to develop gross motor skills for writing, e.g. handling, climbing, pushing, pulling, weight bearing activities, balancing</p> <p>Tummy time opportunities- large mark making Fiddly fingers daily session. Include opportunities for cutting, threading, stacking, tweezers and playdough</p> <p>Daily name writing/handwriting on laminated cards and whiteboards. Fine motor activities in phonics to support letter formation</p>

Mathematics	
What do we want the children to learn?	What learning opportunities will we provide?
<p>- Following White Rose Maths, using NCETM resources and number blocks to support</p> <p>Phase 2- It's me, 1,2,3 Count objects, actions and sounds for 1,2,3 Link the number symbol (numeral) with its cardinal number value for 1,2,3 Explore the composition of numbers for 1,2, 3 Subitise for 1,2,3 Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Identify, name and simply describe common 2D shapes- circle, triangle Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can. Select, rotate and manipulate shapes in order to develop spatial reasoning skills</p> <p>Phase 3- Light and dark Count objects, actions and sounds for 4 and 5 Link the number symbol (numeral) with its cardinal number value for 4 and 5 Explore the composition of numbers for 4 and 5 Subitise for 4 and 5 Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Identify, name and simply describe common 2D shapes- square, rectangle (being to introduce pentagon and hexagon) Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can. Select, rotate and manipulate shapes in order to develop spatial reasoning skills</p> <p>Difference between night and daytime</p> <p>Prepositional language linked to bear hunt, where is the bear? Over, under, through</p>	<p>2 x maths focused mornings per week including inside and outside provision</p> <p>Daily mental maths session (10 mins)</p> <p>Count beyond ten (as part of number of mental oral maths daily slot, not specific weekly teach focus yet)</p> <p>Opportunities during child initiated (Busy Bee) time</p> <p>shape detectives shape hunts in environment</p>

Literacy																											
Reading		Writing																									
What do we want the children to learn?	What learning opportunities will we provide?	What do we want the children to learn?	What learning opportunities will we provide?																								
<table><tr><th></th><th>Phase 2 graphemes</th></tr><tr><td>Week 1</td><td>ff ll ss j</td></tr><tr><td>Week 2</td><td>v w x y</td></tr><tr><td>Week 3</td><td>z zz qu words with s /s/ added at the end (hats sits) ch</td></tr><tr><td>Week 4</td><td>sh th ng nk</td></tr><tr><td>Week 5</td><td>• words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags)</td></tr></table> <table><tr><th></th><th>New tricky words</th></tr><tr><td>Week 1</td><td>put* pull* full* as</td></tr><tr><td>Week 2</td><td>and has his her</td></tr><tr><td>Week 3</td><td>go no to into</td></tr><tr><td>Week 4</td><td>she push* he of</td></tr><tr><td>Week 5</td><td>we me be</td></tr></table> <p>I can read some letter groups that each represent one sound and say sounds for them. I can read a few common exception words.</p> <p>I know how to blend with taught graphemes I can read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p>		Phase 2 graphemes	Week 1	ff ll ss j	Week 2	v w x y	Week 3	z zz qu words with s /s/ added at the end (hats sits) ch	Week 4	sh th ng nk	Week 5	• words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags)		New tricky words	Week 1	put* pull* full* as	Week 2	and has his her	Week 3	go no to into	Week 4	she push* he of	Week 5	we me be	<p>Daily Little Wandle phonics lesson</p> <p>Daily keep up sessions for children falling behind</p> <p>Daily reading session, children to have a guided adult session 2 x weekly</p> <p>Reading books sent home every week match the children’s reading ability</p> <p>Weekly reading focused morning including phonics activities, e.g. sorting, matching, blending, adding sound buttons,</p> <p>Opportunities for developing recognition and blending skills during continuous provision inside and out</p> <p>Daily story times, making use of the opportunity for the children to answer questions about the books and talk partner ideas.</p> <p>All children to have love of reading books changed every Friday</p> <p>Daily ‘Vocab Vikki’ session for introducing a new ‘word of the day’</p> <p>Small world/story telling items/story sacks available during child initiated time, with new books that are matched to children’s interests.</p>	<p>I can:</p> <ul style="list-style-type: none">I can write a label or listI can write a simple captionSegment and record words with taught graphemes. <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Daily name writing sessions/handwriting on laminated cards and whiteboards</p> <p>Daily handwriting session using LW guide</p> <p>Daily Little Wandle phonics lesson that includes writing of words applying the taught sound and spelling common exception words</p> <p>2x weekly writing focused mornings including phonics and writing activities, e.g. small and large mark making, rainbow writing, Initial/final sound labelling cvc/cvcc words, adding labels, sound buttons</p> <p>Phonics and continuous provision inside and out</p> <p>Interactive displays and role-play areas that encourage writing.</p> <p>Encourage children to make use of ‘wow bag or box’ with interesting things to write and talk about, during child initiated time.</p> <p>Simple scaffolds to support process-labelling/captions for story pictures letter to santa</p>
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Understanding the World

What do we want the children to learn?	What learning opportunities will we provide?
<p><u>Foundations in History</u></p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Sharing stories that include images from the past and figures from the past, e.g. Major Glad and Major Dizzy, A dark dark tale</p> <p>Looking at old fashioned books about Christmas, how are the pictures/gifts traditions different to now?</p>
<p><u>Foundations in RE</u></p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>I know some ways that special times are celebrated</p> <p>e.g. What is Halloween? What is Bonfire night? What is Diwali? What is Remembrance Day? What is the Nativity story?</p> <p>Understand that some places are special to members of their community.</p> <p>Talk about members of their immediate family and community.</p> <p>RE unit- Birth of Jesus Concept: Celebrating birthdays</p> <p>I know that Jesus was born at Christmas. I know some ways that Christmas is celebrated.</p>	<p>Ensure that special times are celebrated throughout the year as they arise in the classroom e.g. if a child in your class has a new sibling or cousin or if a member of the family is getting married. May also wish to celebrate special times that are relevant in today's society like a celebrity getting married i.e. royal family or Queen's Jubilee</p> <p>Learning about these common traditions through books/presentations/videos. BBT tasks linked to each</p> <p>Circle times talking about their family traditions at Christmas/Bonfire night/Diwali etc</p> <p>Nativity story, talking about own birthdays and experiences What Christians do in preparation/to celebrate his birthday? What do the children do at this time?</p> <p>Look at Churches and what they do in churches during the celebration of Jesus' birthday e.g. light candles, make Christingles, advert calendars</p> <p>Father Gary from St Mary's Church to visit and make Christingles with the children and talk about what happens in a Church in the led up to Christmas/celebrating Jesus' birth</p>
<p><u>Foundations in Geography</u></p> <p>I can draw information from a simple map.</p> <p>e.g. spot simple features such as mud grass, forest, river</p>	<p>What is a map? Examples from family locations e.g. Paultons. Making maps for stories, e.g. bear hunt. Looking at simple maps of Sholing for walk routes to Muddy Bottom (google map/adult make own one that is simple enough?)</p>

<p><u>Foundations in Science</u></p> <p>Autumn Week (Autumn 1 or 2 depending on the weather!)- weather and environment 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.</p> <p>I can talk about common signs of Autumn- e.g. leaves changing colour and falling from trees, conkers, acorns and pine cones falling, starting to get colder and wetter</p> <p>Recognise and talk about daily weather patterns- sunny, rainy, cloudy, cold, hot, wet</p> <p>Working scientifically skills to include-</p> <ul style="list-style-type: none"> • Ask and answer questions • Observe closely (e.g. seasonal changes, what they notice on their season walk, the weather) • Identify and classify (e.g. acorn, oak tree, conker, pine cone) 	<p>Autumn theme week Beginning to look at Autumn change in weather – discuss what is different in Autumn and Summer.</p> <p>Objects to sort- which ones do we need for this season? e.g. hat, suncream, gloves... bring out same objects every time we cover so can make links.</p> <p>Signs of autumn jelly globe Tough tray construction with conkers etc. Autumn Walk leaf rubbing parts of a tree</p> <p>freeze stickman- how can we free him</p> <p>Daily weather chart</p>
<p><u>Foundations in computing</u></p> <p>I can control toys and devices I can recognise and be able to use different devices I can use apps on a tablet</p>	<p>Introduction to voice recording toys, e.g. talking tins, recording clipboards, toys Introduction to tablets</p>

Expressive Arts and Design	
What do we want the children to learn?	What learning opportunities will we provide?
<p><u>Foundations in Art</u></p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. I can mix poster paints to create new colours (e.g. secondary colours- purple, orange and green) I can paint with different tools (e.g. brushes, fingers tips, Q tips, sponges)</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Exploration of art materials, e.g. poster paints, crayons, pastels</p> <p>Look at picture- Gustav Klimt- apple tree- small sponges, Q tips, finger tips</p> <p>Maths link- Look at some pictures by Kandinsky- making circles and squares with paint/pastels. Could cut out shapes and add split pins to recreate style of work.</p> <p>Diawli and Bonfire night- Q tip painting, chalk patterns on playground, firework pictures... Clay Diva lamps/air dry clay</p>

<p><u>Foundations in performance (music, dance, drama)</u></p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody. Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>I can join in with speaking and chanting short phrases</p> <p>I can join in whole class singing</p> <p>I know how to 'call and copy' when singing</p> <p>I know some simple nursery rhymes</p> <p>Know how to sing a melody (tune)</p> <p>I am beginning to be aware of pitch (e.g. beginning to identify where a sound is low or high)</p> <p>I can change my voice to express different moods /feelings (e.g. happy, sad)</p> <p>I can do some actions to co-ordinate with a song</p> <p>Develop storylines in their pretend play.</p>	<p>Daily singing time- Learn Christmas songs for nativity play Begin to do some performing of a song, simple percussion in small groups in front of class to build confidence with performance Production of Christmas performance to include some narration, acting, singing and dancing, playing percussion</p> <p>Explore simple percussion- things to hit and shake Explore boomwhackers Make a rain shaker</p> <p>Daily story time Props for acting out known stories</p> <p>Role play- home corner (tent) 3 bears cottage 3 pigs building site</p>
<p><u>Foundations in Design Technology</u></p> <p>I can join components together to build simple structures (e.g. construction toys, junk modelling)</p> <p>I know how to stack objects to create a structure</p> <p>I can make a structure using different construction materials (e.g. construction toys, junk modelling)</p> <p>I can explain why a structure stands up and why a structure might fall over</p> <p>I know how to notice and describe a pattern</p> <p>I know how to make a pattern (including repeating patterns with three or more colours)</p> <p>I know how to thread by pushing a lace through a series of holes (e.g. lacing)</p> <p>I know how to follow a line by threading</p> <p>I know how to thread beads</p>	<p>Junk modelling- 3 pigs house. Some children will use joining-glue, cello tape, scissors.</p> <p>Construction play- thinking about 3 pigs houses and best materials to build with (UTW link)</p> <p>Links to Maths- making repeated patterns using beads and threading</p> <p>Links to fine motor- threading and lacing pictures/patterns</p>

