

	WEEK 1 4/11/24	WEEK 2 11/11/24	WEEK 3 18/11/24	WEEK 4 25/11/24	WEEK 5 2/12/24	WEEK 6 9/12/24	Week 7 16/12/24
Events	Atomic Tom bubbles 6/11/24				Nativity rehearsals	Nativity performances	Christmas Party
CL	3-4 Year Olds (DM) Enjoy listening to longer stories Use longer sentences of four to six words Know many rhymes Use a wider range of vocabulary Can start a conversation with an adult or a friend				Children in Reception (DM) Listen to and talk about stories to build familiarity and understanding Understand how to listen carefully and why listening is important Learn new vocabulary Engage in story times Engage in non-fiction books		
	Rhymes: Higgy Piggy Hokey Cokey (say higgy piggy instead hokey cokey) Old MacDonald had a farm The Farmers in the Den						
	Vocabulary: Teeny, tiny, beware, chuckled, giggled, reached, cheered, squealed, excitedly, warning, growling, snout, bellowed, yelped, scurried, chattered, roared, trembled, clattered, galloped, beady eyes, shivered, leaped, straw, field, brickyard, whiskers, chimney, pot, cottage, forest,						
	Stories: The Three Ninja Pigs by Corey Rosen Schwartz The Three Little Pigs from Revolting Rhymes by Roald Dahl The Three Little Wolves and The Big Bad Pig by Eugene Trivizas There's a pig up my nose by John Dougherty Little Red Riding Hood by Mara Alperin						
	Talk about fireworks night. Have they ever seen fireworks?	Discuss Remembrance Day.	Linked to PSED Discuss what the pigs look like. Talk about how the pigs feel in the story of the three little pigs when their houses get blown down?	Linked to PSED Should the three little pigs have made different decisions? Should they have built one house for all? Are they old enough to be on their own?	Linked to PSED Was the wolf wrong to want to eat the piggies? Were the piggies right to burn the wolf's bottom? Would you do that?	Linked to PSED Look at feelings scenario cards and, using mirrors, make the face shapes to show how the person in the picture might be feeling – link to the 3 little pigs/Big Bad Wolf	What do we know about Christmas? Talk about what the children will be doing over the Christmas holidays.
PSED	3-4 Year Olds (DM) Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.				Children in Reception (DM) See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Manage their own needs - Personal hygiene		
	Linked to EAD: When learning the fireworks song, take turns with others to play	KAPOW PSED Building relationships: Special relationships	KAPOW PSED Building relationships:	KAPOW PSED Building relationships:	KAPOW PSED Building relationships: Special relationships	KAPOW PSED Building relationships: Special relationships	KAPOW PSED Building relationships: Special relationships

	<p>the instruments and listen to when they should be played or stopped.</p>	<p>My family</p>	<p>Special relationships Special people</p>	<p>Special relationships Sharing Play turn taking games such as Jenga. Practice and model asking others to play.</p>	<p>I am unique</p>	<p>My interests</p>	<p>Similarities and differences</p>
<p>PD</p>	<p>3-4 Year Olds (DM) Match their developing physical skills to tasks and activities in the setting. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p>			<p>Children in Reception (DM) Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p>			
	<p>Making marks according to the story on large paper. Teacher retells the story but adds actions for the pupils to respond to by mark making e.g. the wolf huffing and puffing, the wolf climbing up to the roof, the pigs trotting down the lane, the pigs rolling away due to the wolf huffing and puffing etc. Use tweezers to pick up piggy tails (spiral pasta) hidden in the mud Peg the legs onto the pig's body Use toy cement mixer, wheelbarrows and spades to develop fine motor skills Play piggy-in-the-middle Learn a firework dance</p>						
<p>L</p>	<p>3-4 Year Olds (DM) Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Enjoy drawing freely Make marks on their picture to stand for their name</p>			<p>Children in Reception (DM) Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy Write some or all of their name Write some letters accurately Write some letters accurately Mastery Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case letters correctly</p>			
	<p>Fiction: Traditional Tale with a character focus</p>			<p>THE THREE LITTLE PIGS BY MARA ALPERIN</p>			
	<p>3- and 4-year-olds outcome: A representation of a favourite character in the story. Able to say which character it is and express some information about the character. Children in reception outcome: To label a plan and attempt to write a simple caption</p>						

	Learn about Guy Fawkes and fire safety.	<i>Book introduction and crime scene</i>	<i>Describe the wolf</i>	<i>Retell the story</i>	<i>Pig and wolves what's the same, what's different?</i>	Assessment:	Write Christmas lists	
	Create wanted posters for Guy Fawkes and firework safety posters. Draw a person.	Images with chn to add initial sounds Images with phoneme frames huff, puff, three, big, bad, pig, wolf, the, in, to, go, is, mum, got, up, get. Guided writing: Add labels to objects	Images with chn to add initial sounds Images with phoneme frames Create a 'watch out!' poster Guided writing: Label/caption artwork of a wolf	Sequence the story Add words/ captions linked to each image Guided Writing: Write a speech bubble	Images with chn to add initial sounds Images with phoneme frames Guided Writing: Have a wolf trap plan to model to the pupils. Label and write a caption. Include post its as flaps to encourage creativity.	3-and 4-year-olds: Choose a favourite character in the story (i.e. pig or wolf). Represent it in the way they choose. Say which character it is and express some information about the character. Children in reception: How to trap a wolf – Ask the pupils to plan how to catch/trap or stop the wolf. Label and write a caption explaining your plan.		
Phase 2 Monster Phonics with Phase 1 alongside.								
<p style="text-align: center;">M</p> <p>Make 2D and 3D houses using shapes</p> <p>Make 2D pigs and a wolf using 2D paper shapes</p> <p>Amounts of blocks, lego bricks, art straws, lolly sticks, pig tails (spiral pasta), to count and place next to</p>	<p>3-4 Year Olds (DM) Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Make comparisons between objects relating to size, length, weight and capacity. Understand position through words alone. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.</p>			<p>Children in Reception (DM) Count objects, actions and sounds. Subitise Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers.</p>				
	<p>NCETM: Week 6 Explore the composition of numbers to 10</p> <p>SSM</p>	<p>NCETM Week 7 Practise subitising amounts to 4</p> <p>SSM Talk about and explore 2D and</p>	<p>NCETM Week 8 Investigate ways to compose and de-compose sets of 2 and 3</p> <p>SSM</p>	<p>NCETM Week 9 Investigate ways to compose and de-compose 3,4,5</p> <p>SSM Shapes with 4 sides.</p>	<p>NCETM Week 10 Begin to recognise numerals to 5</p> <p>SSM</p>	<p>NCETM Week 11 Visualise and recreate arrangements of 3, 4 and 5 dots</p> <p>SSM Compare length, weight.</p>	<p>NCETM: Week 12 Represent staircase patterns in different ways, knowing that each new 'step' is 1 more than the last.</p>	

<p>corresponding digit</p> <p>Display toy pigs and ask the pupils to identify how many legs they can see, how many ears, snouts? etc</p> <p>Using non-standard units, measure the different houses</p> <p>Make your own 'cement' - measuring ingredients in cups</p>	<p>Explore repeating patterns.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.</p> <p>WHITE ROSE: Block 3: It's me 1,2,3</p>	<p>3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Introduce a circle and a triangle. Complete shape missions!</p> <p>WHITE ROSE: Block 3: It's me 1,2,3</p>	<p>Make comparisons between objects relating to size.</p> <p>Order vegetables by size.</p> <p>WHITE ROSE: Block 4: Circle and triangles</p>	<p>Using 'The League of Shapes' introduce a square and oblong. Complete shape missions!</p> <p>WHITE ROSE: Block 5: 1,2,3,4,5</p>	<p>Position shapes into different patterns to make a picture.</p> <p>WHITE ROSE: Block 5: 1,2,3,4,5</p>	<p>Introduce weight language, heavy/light. Show the weighing scales and explain how we can tell if an item is heavy or light. Explore the weight of presents - which present is the heaviest?</p> <p>WHITE ROSE: Block 6: Shapes with 4 sides</p>	<p>SSM Build with 3D shapes: Build London/town and explore 3D shapes</p> <p>WHITE ROSE: Block 6: Shapes with 4 sides</p>
<p>UW</p>	<p>3-4 Year Olds (DM) Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history.</p>				<p>Children in Reception (DM) Talk about members of their immediate family and community. Name and describe people who are familiar to them. Draw information from a simple map. Recognise that people have different beliefs and celebrate special times in different ways. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.</p>		
	<p>Look at information about Guy Fawkes and explain why we have Bonfire night. Watch a clip of Fireworks and discuss Bonfire night.</p> <p>History link- discuss the clothes worn and how clothes have changed over time.</p>	<p>Explore materials Materials: Talk about Remembrance Day and share stories about its meaning.</p> <p>RE: Why do people celebrate Diwali? <i>Hindu - Diwali</i></p>	<p>What materials would be good for building a house? Why?</p> <p>Look at homes in the community - what's the same, what's different?</p>	<p>How different materials move?</p> <p>Use a hairdryer decorated as a wolf – what items will move when the wolf huffs and puffs? - predict and then test.</p>	<p>Seasonal weather patterns</p>	<p>KAPOW Computing: Systems and Networks Exploring Hardware</p>	<p>RE: Why do people celebrate Christmas <i>Christian – Christmas</i></p>

EAD	<p>3-4 Year Olds (DM) Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Remember and sing entire songs.</p>				<p>Children in Reception (DM) 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. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play.</p>		
	<p>Music: Musical instruments – which instrument is best for a rocket? Use instruments for the 'Bonfire Night' song. Art: Create firework splatter paintings / firework pictures by mixing colours.</p>	<p>Music: Kapow Celebration music: Diwali Music Make Diwali pictures using coloured rice. Make Remembrance poppies.</p>	<p>Music: Kapow Celebration music: Hanukkah Music Art: Pretend to be the wolf and use a straw to blow paint across paper Painting/printing with blocks/straw and twigs.</p>	<p>Music: Kapow Celebration music: Kwanzaa Music DT: Make a 3D house frame using playdough and straws or marshmallows and pasta.</p>	<p>Music: Kapow Celebration music: Traditional Christmas Music DT: Joining: Threading (Christmas Cards)</p>	<p>Music: Kapow Celebration music: Christmas action songs</p>	<p>Music: Kapow Celebration music: Christmas action songs</p>
Provision Play and learn	<p>The characteristics of effective teaching and learning: Playing and exploring - children investigate and experience things, and 'have a go' Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things</p>						
	<p>Autumnal/fire work repeating patterns Explore shapes</p>	<p>Put out den building materials for the pupils to build their own dens/houses Leave out laminated pictures of pigs (some labelled and some not) with information books about farm animals, magnetic letters for matching, pens etc. Ideas for labels/captions – pig, big pig, a pig in mud etc. Peg the legs onto the pig's body</p>	<p>Leave blank piggy faces, sentence and phoneme frames in the environment. Put out some pigs from your farm animal set along with images from the rhymes you have shared. Have the images of the houses labelled with the appropriate words, pat, pat, pat etc. and a range of writing</p>	<p>Lego bricks, lolly sticks and art straws in builder's tray for the pupils to sort and build Leave the images of the houses built from straw, sticks and bricks alongside the three different building materials Leave suitcase and items out for the pupils to use in their role play.</p>	<p>Hide pigs in other places and pin up the images taken from the activity to encourage storytelling in all areas. Use toy cement mixer, wheelbarrows and spades to develop fine motor skills</p>	<p>Leave masks/puppets of different characters from different traditional tales for the pupils to use in their role play.</p>	<p>Have catalogues out for creating Christmas wish lists!</p>

Year Group: RECEPTION

Term: AUTUMN 2 2024

Topic: I'll blow your house down!

		Make pig snouts using egg boxes and elastic	and drawing materials available. Leave some blank bunting out to encourage mark making. Pin up some examples to inspire: zigzags, wavy lines, shapes, dots etc. Make handprint or footprint pigs.	Use tweezers to pick up piggy tails (spiral pasta) hidden in the mud			
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Use the language of thinking and learning: think, know, remember, forget, idea, makes sense, plan, learn, find out, confused, figure out, trying to do.

Model being a thinker, showing that you don't always know, are curious and sometimes puzzled, and can think and find out.

Encourage open-ended thinking by not settling on the first ideas: What else is possible?

Always respect pupils' efforts and ideas, so they feel safe to take a risk with a new idea.

Talking aloud helps pupils to think and control what they do. Model self-talk, describing your actions in play.

Give pupils time to talk and think.

Value questions, talk, and many possible responses, without rushing toward answers too quickly.

Support pupils' interests over time, reminding them of previous approaches and encouraging them to make connections between their experiences.

Model the creative process, showing your thinking about some of the many possible ways forward.

Sustained shared thinking helps pupils to explore ideas and make links. Follow pupils' lead in conversation and think about things together.

Encourage pupils to describe problems they encounter and to suggest ways to solve the problem.

Show and talk about strategies – how to do things – including problem-solving, thinking and learning.

Give feedback and help pupils to review their own progress and learning. Talk with pupils about what they are doing, how they plan to do it, what worked well and what they would change next time.

Model the plan-do-review process yourself

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Early writing ideas

Mobile writing stations or carriers e.g. bags, pringles tubes, baskets, clip boards etc.

Writing and mark making for a purpose – Plan, do and review linked with show and tell (how will you play with/use your item?).

Large rolls of paper rolled out onto the floor both inside and out.

Mark making under desks and straight onto work surfaces.