

# EYFS – Reception Autumn 2 term MTP 2021-2022

<p><b>Autumn 2</b>  <b>Once Upon a time .....</b>  <b>The Christmas Story</b></p>			<p><b>Article 12:</b>  <i>Every child has a right to be listened to.</i></p>
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## PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Understanding Emotions/Self-Regulation	Sense of Self/Managing Self	Making/Building Relationships
<ul style="list-style-type: none"> <li>Follow familiar routine instructions independently.</li> <li>Is aware of behavioural expectations inside and outside of the classroom and can follow the expectations with some support.</li> </ul> <p><i>Settling into class/school routines</i>  <i>Express their feelings and consider the feelings of others, regulate behaviour accordingly.</i>  <i>Behaviour expectations/feelings</i>  <i>Sharing and taking turns (with support if needed)</i></p>	<ul style="list-style-type: none"> <li>Manages own needs, going to the toilet, washing hands, take coat off and put it back on.</li> <li>Follows a simple instruction as part of a group such as: sit down, line up, let's go outside.</li> </ul> <p><i>Developing self-confidence</i>  <i>Following instructions</i>  <i>Discussing things we like such as: favourite activities, colours, food etc.</i></p>	<ul style="list-style-type: none"> <li>Shows an interest in their peers beginning to build relationships.</li> <li>Join in with a group of children who are playing</li> <li>Takes turns with a little support from adults</li> </ul> <p><i>Sharing and taking turns</i>  <i>Making new friendship</i>  <i>Settling into class/ school routine/ following instructions.</i>  <i>PSHE Jigsaw Planning Activities: Autumn 2 Celebrating differences</i></p>

## Communication & Language

Listening & Attention	Speaking	Understanding
<ul style="list-style-type: none"> <li>Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity</li> <li>Understands how to listen carefully through following the class visual Good Listening expectations</li> <li>Engage in story times by listening and joining in with key phrases</li> </ul> <p><i>Learning new vocabulary</i>  <i>Listening and responding to instructions</i>  <i>Story/ singing time</i>  <i>Give focused attention to what the teacher says</i>  <i>Show and tell</i></p>	<ul style="list-style-type: none"> <li>Learns and begins to use new vocabulary through the day, exploring the meaning and sounds of new words</li> <li>Begins to use some language to imagine and recreate roles and experiences in play situations</li> </ul> <p><i>Story discussion using props, pictures and puppets/ sequence the story cards</i>  <i>Singing/rhyming</i>  <i>Circle times/Show and tell</i>  <i>Use new vocabulary through the day (role-play, small world etc)</i>  <i>Role-play to be different characters from the story, use repeated refrains from the story</i></p>	<ul style="list-style-type: none"> <li>Able to follow a story with pictures and props as support</li> <li>Beginning to responds to instructions containing several elements (Get your book bag, open it and take out your book)</li> </ul> <p><i>Ask questions to find out more and to check they understand what has been said to them.</i>  <i>Following verbal instructions</i>  <i>Story sequencing: first, second, next</i>  <i>Respond to simple questions about familiar story: who, what, where.</i></p>

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Physical Development			
Gross Motor Skills	Fine Motor Skills	Health & Self Care	
<ul style="list-style-type: none"> <li>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</li> <li>Travels with a developing confidence and skill around, under, over and through balancing and climbing equipment</li> </ul> <p><i>Dressing/undressing (coats, shoes, dressing-up, jumper)</i>  <i>Adventure playground , PE lessons</i>  <i>Using bikes/scooters</i>  <i>Story map for the Gingerbread Man/ obstacle course</i>  <i>Gingerbread man tag game</i>  <i>Bean bags(throwing and catching)</i></p>	<p>Develop fine motor skills:</p> <ul style="list-style-type: none"> <li>Begins to hold a pencil using three fingers</li> <li>Uses simple tools such as scissors, paint brushes, play dough tools, nuts and bowls, tweezers etc</li> <li>Begins to form recognizable letters</li> </ul> <p><i>Play dough and cutters</i>  <i>Cutting</i>  <i>Painting using cotton buds and paint brushes</i>  <i>Colouring and drawing</i>  <i>Sewing</i>  <i>Construction/ Lego/ Duplo etc Tweezers</i>  <i>Cutting using scissors.</i></p>	<ul style="list-style-type: none"> <li>Usually dry and clean during the day</li> <li>Shows a developing understanding of how to transport and store equipment safely practicing some appropriate safety measures without direct supervision.</li> <li>Develop the skills that they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.</li> </ul> <p><i>Independently following the routines of the day.</i>  <i>Managing lunchtime routines independently.</i>  <i>Managing morning and home time routines independently.</i>  <i>Knowing the importance of regular handwashing.</i>  <i>Learning how to brush teeth correctly and why it is important to brush teeth.</i></p>	
Understanding the World			
The Natural World	People, Culture and Communities	Past and Present	Technology
<ul style="list-style-type: none"> <li>Looking at the changes to the weather – cold, icy, foggy.</li> <li>Exploring senses through talking about what they can see, smell, taste, hear and feel</li> </ul> <p><i>Explores the natural world around them while playing outside/ walks around the big field</i>  <i>Senses: porridge tasting</i></p>	<ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Enjoys joining in with family customs and routines</li> </ul> <p><i>Celebrations: Diwali, Guy Fawkes, Nativity</i>  <i>Visit to the Nursing Home to sing Christmas Carols</i>  <i>Visit to the local catholic church</i>  <i>Diwali Day (dance, music, food, visitor, clothes)</i></p>	<ul style="list-style-type: none"> <li>Comments on how we have changed from a baby to a child.</li> </ul> <p><i>Looking at our baby photos and how we have changed and grown.</i></p>	<ul style="list-style-type: none"> <li>Learning to control a mouse when using the computer.</li> <li>Mouse skills- click and drag.</li> </ul> <p><i>Weekly sessions in ICT room (paint program, top marks games- interactive The Gingerbread man, Igfl- Fairy Tales games)</i></p>
Expressive Arts		Mathematics	
Being Imaginative & Expressive	Creating with Materials	Number	Numerical Patterns (Shape, space and measure)
<ul style="list-style-type: none"> <li>Begins to build a collection of songs and dances</li> <li>Begins to create representations of both imaginary and real-life ideas, events, people and objects with adult modelling</li> <li>Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to use a variety of art materials and how to use them safely</li> <li>Explore different materials/ textures and choose (sometimes with support) what they need to make their creation</li> </ul>	<ul style="list-style-type: none"> <li>Counting objects and/or actions to 5</li> <li>Match number to amounts</li> </ul>	<ul style="list-style-type: none"> <li>Look at shapes try to match and name them – circle, triangle</li> <li>Distinguish between big and small, beginning to</li> </ul>

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<p><b>purposes</b></p> <p><i>Exploring sounds of the instruments.</i>  <i>Fairy tales songs and rhymes</i>  <i>Singing/ dancing/ action songs</i>  <i>Dressing up, role play</i></p>	<p>Porridge oats play dough  <i>Making Diva lamps</i>  <i>Junk modelling- making house</i>  <i>Rangoli patterns.</i>  <i>Sewing puppets</i>  <i>Making Christmas cards and Christmas decorations</i>  <i>Fireworks marble painting/ kitchen roll fireworks</i>  <i>Christmas stars for nursing home</i>  <i>Colour mixing- zip wallets</i></p>	<p><i>Order gingerbread numbers</i>  <i>Matching buttons onto the gingerbread man</i>  <i>Number rhymes/ songs</i></p>	<p><b>understand medium</b></p> <p><i>Shape walk around classroom/ school</i>  <i>Tap taps</i>  <i>Baking a Gingerbread Man</i>  <i>Ordering bears</i>  <i>Story cards for Goldilocks story: (size)– matching, ordering</i>  <i>sorting: big small medium;</i>  <i>sequencing: first, second</i></p>
<b>Literacy</b>			
<b>Reading/Comprehension</b>	<b>Writing</b>	<b>Book Focus</b>	<b>Songs/ Rhymes</b>
<ul style="list-style-type: none"> <li>• <b>Begins to use the language from a familiar story.</b></li> <li>• <b>Begins to hear and say the initial sound in familiar words with some support</b></li> <li>• <b>To recognize some of the orange tricky word train words.</b></li> </ul> <p><i>Taking home reading books and word train key words.</i>  <i>Sequencing stories.</i>  <i>Read individual letters by saying the sounds for them.</i>  <i>Anticipate (where appropriate) key events in stories.</i>  <i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</i>  <i>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</i></p>	<ul style="list-style-type: none"> <li>• <b>Beginning to trace/copy/write own name</b></li> <li>• <b>Beginning to write recognisable letters</b></li> <li>• <b>Beginning to record the 1<sup>st</sup> sound in a word</b></li> </ul> <p><i>Labelling.</i>  <i>Writing character speech bubbles.</i>  <i>Instructions for baking a gingerbread man/labelling ingredients</i>  <i>Letter to Goldilocks</i>  <i>Draw and label favourite part of Nativity story</i></p>	<p>Goldilocks and the Three Bears  The Gingerbread Man  The Three Little Pigs  The Christmas Story  Stick Man – Julia Donaldson  Binny’s Diwali  The Ghanaian Goldilocks  Nativity story  Rapunzel/ Snow White/  Cinderella /Elves and a shoemaker</p>	<p>Little Bo-Peep  Mary, Mary quite contrary  Ring around the Rosie  Goldilocks and the three bears rap  Jack and Jill  Little Baby Bum- Fairy tale song  Three little pigs song</p>
		<p><b><u>Word Reading - Phonics Focus</u></b></p> <p><b>Phase 2 –set 5: h b f ff l ll ss</b>  <b>Revisit all Phase 2 sounds</b> focusing on the 1<sup>st</sup> sound, begin to segment and blend simple CVC words  <b>Tricky Words:</b> I, to, no, go, the, into</p>	
<p><b>Enrichment opportunities:</b></p> <p><i>Visit to our local catholic church</i>  <i>Visit to our local Nursing Home to perform Christmas Carols to the residents</i>  <i>‘Once upon a time...’ Children to dress up as their favourite fairy tale character</i>  <i>Invite parents to read traditional story/ Fairy tale (Fairy tales around the world)</i></p>			