

Reception Medium Term Planning Autumn 2

MARVELLOUS MACHINES & PUPPETS AND POP-UPS							
Week beginning	Week 1 - 3/11	Week 2 – 10/11	Week 3 – 17/11	Week 4 – 24/11	Week 5 – 1/12	Week 6 – 8/12	Week 7 – 15/12
	In the Marvellous Machines project, your child will learn about technology that is part of their daily lives. They will explore various machines, learn about how machines help us and find out about how machines have changed and developed over time. They will learn about products that use electricity to make them work and explore magnetic and non-magnetic materials. Supporting your child at home • Talk about the machines and technology you use in your everyday lives. • Look for things in the home that are powered by electricity. • Look for items that are powered by batteries. • Share and discuss the Did you know? resource.						
Focus	Everyday Machines	Vehicles	Robots and Inventors	New Machines	Puppets and Pop- Ups	Puppets and Pop-Ups Nativity	Christmas
C&L	<u>Listening, Attention and Understanding</u> • Begins to show the physical attributes of a good listener (sit, look, listen, simple comprehension and memory). • Demonstrates good listening through increased interaction. <u>Speaking</u> • Begins to show the physical attributes of a good speaker, for example, face the person they are communicating with. • Starts to interact with more confidence.						
C&L	Rhyme Time: Hickory Dickory Dock (on Sparkyard) Bonfire Night - Remember, remember the 5th of November. Children to hear the poem and discuss why we celebrate this date. Listen to Sparkyard: Fireworks song	Rhyme Time: Sleeping Bunnies (on Sparkyard) Find out about Armistice Day and why we remember it each year. Listen to Sparkyard: Wear a Poppy song Children in need. What is Children in Need? What does it mean?	Rhyme Time: One Finger, One Thumb (on Sparkyard)	Rhyme Time: 5 Little Speckled Frogs (on Sparkyard) Innovate Step 1 and 2 - Talk about new machine and what it will do. Innovate Step 5 & 6 - name machine and talk to an adult about it.	Rhyme Time: The Grand Old Duke of York (on Sparkyard) Listen to Sparkyard: Behind the Window song	Rhyme Time: 5 Currant Buns (on Sparkyard) Read the Nativity story and compare this to the nativity the children are performing.	Rhyme Time: 5 Little Elves (on Sparkyard)
C&L Continuous Provision enhancem ents		Explore simple circuit equipment with batteries, bulbs, wires, switches and buzzers. Can the children experiment to create their own circuits. What do they need to make the bulbs and buzzers work?	Play the robot guessing game – describe one of the robots to a friend for them to guess. Descriptions need to give clear clues and descriptive language.	EP - Remote control courses Challenge the children to build courses with planks, bridges, tracks and tunnels for the remote control vehicles and props to travel along.		Small world Nativity scene to retell the Nativity story.	Role play getting ready to celebrate Christmas and other special times with families.

Reception Medium Term Planning Autumn 2

PSED	<u>Self-Regulation</u> - Increasing ability to share, recognise emotions of self and show good manners. <u>Managing Self</u> - Builds own confidence with adults. Responds increasingly well to positive and negative experiences. Manages jumper and toilet independently. <u>Building Relationships</u> - Shows friendly behaviour, contributing to increasingly positive play and relationships. Beginning to respond to adults well. - Initiates play, recognises some emotions better and follows instructions.						
PSED	Reinforcement of school expectations: what does being SAFE, RESPECTFUL and READY look like? Recognition Board: I come to the carpet straight away and am ready to learn.	School expectations: what does being SAFE, RESPECTFUL and READY look like? Recognition Board: I line up respectfully straight away.	Recognition Board: I am ready to help at tidy up time.	Recognition Board: I am safe and have kind hands and feet.	Recognition Board: I listen to stories respectfully.	Recognition Board: I use school resources safely and respectfully.	Recognition Board: I walk safely when I'm inside at school.
Kapow	Kapow lessons: Learn to explore why families and special people are valuable, understand why it is important to share and develop strategies, see themselves as valuable individual and explore diversity through thinking about similarities and differences.	Building Relationships: Special Relationships My family	Building Relationships: Special Relationships Special people	Building Relationships: Special Relationships Sharing	Building Relationships: Special Relationships I am unique	Building Relationships: Special Relationships My interests	Building Relationships: Special Relationships Similarities and differences
PSED Continuous Provision enhancements		Take turns playing the Bus Stop game.	Playing turn taking games, developing self-regulation and sustained concentration.	Collaborating when building models and using construction materials.	Turn taking games developing self-regulation and sustained concentration.		
PD	<u>Gross Motor Skills</u> - Becoming increasingly aware of the space around them and what they can do in the space. <u>Fine Motor Skills</u> - Uses a wider range of equipment to make more-refined shapes and marks, models and construction.						
PD	Finger Gym: Mark make with chalks and black paper to create firework designs. Balance-ability –gross motor skills, balance and skills on the bikes. Get Set 4 PE Introduction to PE: Unit 2 Lesson 1 Physical: run, jump, throw, catch, roll, skip, balance	Finger Gym: Flanders fields. Using red stamping ink/finger paint, paint poppies in flanders fields. Balance-ability –gross motor skills, balance and skills on the bikes. Get Set 4 PE Introduction to PE: Unit 2 Lesson 2 Physical: run, jump, throw, catch, roll, skip, balance	Finger Gym: Sucking up water with pipettes and spoons and transporting into different containers. Balance-ability –gross motor skills, balance and skills on the bikes. Get Set 4 PE Introduction to PE: Unit 2 Lesson 3 Physical: run, jump, throw, catch, roll, skip, balance	Finger Gym: Using tweezers to pick up and sort all of the nuts and bolts. Balance-ability –gross motor skills, balance and skills on the bikes. Get Set 4 PE Introduction to PE: Unit 2 Lesson 4 Physical: run, jump, throw, catch, roll, skip, balance	Finger Gym: Sort the pompoms by colour using tweezers to pick them up and use them to decorate the card Christmas trees. Balance-ability –gross motor skills, balance and skills on the bikes. Get Set 4 PE Introduction to PE: Unit 2 Lesson 5 Physical: run, jump, throw, catch, roll, skip, balance	Finger Gym: Hanging baubles and decorations on the Christmas trees in the classrooms. Balance-ability –gross motor skills, balance and skills on the bikes. Get Set 4 PE Introduction to PE: Unit 2 Lesson 6 Physical: run, jump, throw, catch, roll, skip, balance	Finger Gym: Children to use the different ribbons to try tying bows on the already wrapped presents.

Reception Medium Term Planning

Autumn 2

PD Continuous Provision enhancements	Using chalks to make firework marks and smudging with sponges to 'explode' your firework – how many fireworks can you draw before the sand runs out.	Reinforce fine motor skills and letter formation using chalks and magic paint outside.	EP – Beat the Time Children to use stopwatches to see how many exercises they can do in 30 seconds.	Giant rolls of paper of the floor for big drawing – development of gross motor skills and core strength.	EP – Shape It Provide pipe cleaners for the children to bend into shape. Encourage them to create human body shapes using the resources.	EP – 3D Faces Provide salt dough or clay and modelling tools for the children to create 3-D images of faces.	
Literacy	<u>Comprehension</u> - Shows an interest in reading, often choosing a book to look at themselves or with friends. - Listens to a story and can give simple details about the story. Starts to use some of the events in their own play. <u>Word Reading</u> - Links phonemes to letters and is beginning to blend them in words. - Reads high frequency words that have been taught. <u>Writing</u> - Pupils mark make consistently as part of their play and can talk about the meaning of their marks.						
Literacy	Phonics Little Wandle Recap gaps from Aut 1 Daily stories and rhymes. Drawing Club – The Adventure of Books Key Text: Not Now Bernard	Phonics Little Wandle Aut 2 Week 1 – ff ll ss j Daily stories and rhymes. Drawing Club – The Adventure of the Past Key Text: Wacky Races	Phonics Little Wandle Aut 2 Week 2 – v w x y Daily stories and rhymes. Drawing Club – The Adventure of Tales Key Text: Three Billy Goats Gruff	Phonics Little Wandle Aut 2 Week 3 – z, qu, ends in s, ch Daily stories and rhymes. Drawing Club – The Adventure of Books Key Text: My Gumpy's Outing	Phonics Little Wandle Aut 2 Week 4 – sh, th, ng, nk Daily stories and rhymes. Drawing Club – The Adventure of Tales Key Text: The Three Little Pigs	Phonics Little Wandle Aut 2 Assessment Week Daily stories and rhymes. Drawing Club – The Adventure of the Past Key Text: Mr Benn – Zookeeper	Phonics Little Wandle Aut 2 Week 5 – Plural s, /z/, review Daily stories and rhymes. Writing messages to go in their Christmas cards to give to their families.
Literacy Continuous Provision enhancements	Practise oral blending on a phonics trail, encouraging children to run to find/collect the items when they are sound talked.	Magnetic letters to write names, then practise on whiteboards. Writing labels for different transport and vehicles.	Retelling the story of The Three Billy Goats Gruff with the small world puppets, resources and scene in the tuff tray. Develop 3 – Robot Talking Practice robot talking CVC words to match the pictures and using magnetic letters to build the words. Chn can write the words if they choose.	Sorting the objects according to their initial sounds and writing the initial sounds to match.	Using puppets and small world resources to retell the story of The Three Little Pigs. Write menus and take orders from customers in the mud kitchen – what would they choose to eat?	Writing letters to Father Christmas, cutting and sticking idea out of catalogues. Puppet theatre with puppets from familiar stories.	Independent card making to give to friends and family. Writing labels on presents in the role play area.
Maths	<u>Number</u> - Counts objects and selects the numeral card (1–5). - Uses five frames and talks about the significance of the formation. - Counts the total number of objects in two groups. <u>Numerical Patterns</u> - Starts to understand one more and one less. <u>Shape, Space and Measures</u> - Knows that the world is made of 2D and 3D shapes. - Recognises and extends patterns. - Experiments with measure, ordering, comparing and discussing.						
Maths	Mastery Number – Week 2 – Counting, Cardinality and Ordinality	Mastery Number – Week 3 – Composition	Mastery Number – Week 4 – Subitising	Mastery Number – Week 5 – Comparison	Mastery Number – Week 6 – Counting, Ordinality and Cardinality	Mastery Number – Week 7 – Comparison	Mastery Number – Week 8 – Composition

Reception Medium Term Planning

Autumn 2

Maths Continuous Provision enhancements	Make towers of varying quantities of blocks, counting them accurately	Explore sorting and categorising using a range of objects and resources. Add groups of different objects and materials together – what is the total? Explore calculators in the maths areas.	Ordering numbers with large number mats and foam numbers outside. Find objects to represent each of the numbers. Develop 3 – Number Machines Experiment with creating a Number Machine – using tubes or guttering to count and add the total number of objects together.	Independent pattern making using a range of different small parts or the winter paint printing resources. EP – Numicon Robots Challenge the children to create a robot using the plates. Take photographs of the finished robots. You could provide felt tip pens and paper for the children to draw around the plates to record their robot.	Explore different ways to sort the shapes and objects independently, eg - It can/can't roll - It has/has not got flat faces	Weighing Christmas presents. Using the scales to weigh different presents, finding the heaviest/lightest and ordering.	Make a stocking number sequencing bunting chain.
UTW	<u>Past and Present</u> - Can talk about their own family and the people around them, describing features about them. <u>People, Culture and Communities</u> - Knows features of their own environment. - Knows that there are different and significant celebrations. <u>The Natural World</u> - Notifies features of the immediate environment. - Starts to talk about changes like the weather.						
UTW	Marvellous Machines memorable experience. Go on a walk around school to find machines – take photos, draw on clipboards etc. Use toaster (machine) to make a healthy snack. Spread toppings and cut toast with a knife.	Develop 1 Machines then and now. Encourage them to talk about the machines, compare them and describe how they have changed and developed over time. Develop 2 – Build It Junk modelling vehicles with resources to create moving wheels etc.	Develop 3 – Magnets Explore the magnets and a range of different objects and materials. What can you discover about them? Can you find other objects that are magnetic? - What happens when you place magnets next to each other? - Is a magnet sticky? - Try and put the same coloured end of the magnets next to each other. What can you feel?	Innovate Step 4 Make your machine and take a photograph.	Finding out about the nativity story and why it is important to Christians. Practising our nativity of 'Everyone Loves a Baby' on the stage, retelling the story and singing the songs.	Hear the traditional Nativity story and find out about why it is so significant to Christians. Make links to our own performance of 'Everyone Loves a Baby'. Finding out about how people celebrate Christmas around the world.	Explore different traditions associated with celebrating Christmas in our own and others' families.
UTW Continuous Provision enhancements	Exploring different sources of light linked with Bonfire Night and fireworks. Make a dark space to see the effect of the lights. How do they make us feel? Use the Beebots and programme them to travel around a mat.	EP – Holes and Tunnels Provide tubs and buckets of different materials in which the children can dig holes and tunnels. Offer wet sand, soil, gravel, sawdust and clay. What are the best materials to use?	EP – Transporting Water Provide guttering, interlocking plastic plumbing pipes and Tuff Tubs at different heights. Let the children use the resources to transport water. Use the Beebots and programme them to travel around a mat.	EP – Selfies Provide tablets and cameras for the children to take selfies and pictures of each other. You could offer dressing up clothes, wigs, hats and glasses for them to wear.	Understand some important processes and changes in the natural world around them, including the seasons and changes states of matter (freezing, melting, floating/sinking).	Small world nativity scene and knitted characters.	Continue experimenting with ice/melting/freezing as it naturally occurs and with continuous provision enhancements.

Reception Medium Term Planning

Autumn 2

EAD	<u>Creating with Materials</u> • Uses what they know and what they like to be musical and to create role play. • Begins to show an understanding and enjoyment of music and arts. <u>Being Imaginative and Expressive</u> • Beginning to understand colour, shape and space. • Knows how to put things together in a basic way.						
	Splatter painting effect (fireworks and sparklers) Using a range of collage materials including tissue paper, cellophane, sticks to create a bonfire Nativity – begin to learn the songs ready for the performance. Read The Most Magnificent Thing book. Use this to inspire our own magnificent making using a variety of construction materials.	Watch the animation of: The Most Magnificent Thing The Most Magnificent Thing Video Nativity – continue to learn the songs ready for the performance. Develop 2- Vehicles Look at vehicle picture cards to inspire conversations about different vehicles and artwork using pens, pencils and paint. Try to label the vehicles too?	Develop 3 – Design a Robot Use a range of construction, junk modelling or creative materials to create your own robot. How are you going to join it together? What shapes can you see on your robot? What skills would it have? What would you like your robot to do? (Use the picture cards for inspiration.) Nativity – continue to learn the songs ready for the performance.	Innovate Step 3 Draw a picture of your machine and label its parts. Nativity – continue to learn the songs and begin to learn the lines and actions ready for the performance.	Nativity – Rehearse the songs and act out the story all the way through ready for the performance next week.	Artwork depicting the nativity story and the people and animals in it. - Explore colour mixing and experimenting with mixed media. Nativity – Rehearse the songs and act out the story ready for the performance.	Making Christmas cards to give to someone special in their family.
EAD Continuous Provision enhancements	Experiment with different media and materials to create firework and bonfire pictures and rockets. Use the tablets and Clevertouch board to create some digital artwork. Experiment with the different tools and features and the effects they can create.	Flanders Fields paintings. Create own poppies for Remembrance Day. Use the cars, trucks and vehicles in the sand to create different tracks and prints. Paint and print vehicle pictures – use different shaped sponges, cotton reels, corks etc. to create wheels, and features of the vehicles.	Listen to music and make their own dances in response to it. Puppet shows and small world play with the Three Billy Goats Gruff finger puppets. Develop 3 – Robot Dancing Experiment with moving in different ways inspired by the mechanical and robotic music.	Using the musical instruments to create your own musical repeating pattern EP – Can You Make It? Make some simple models using various construction kits. Take photographs of the models and leave them in the construction area. Challenge the children to copy the pictures to create replica models.	Construct new homes for the 3 little pigs. How can you make sure they're strong enough to protect them from the Big Bad Wolf? EP - Make a face EP - Story soundtracks	Wrapping presents and making toys in Father Christmas' workshop. Listen to music and make their own dances in response to it. EP - Who lives here? EP - Finger puppet play EP - How does it move?	Variety of different festive enhancements for the children to create their own decorations and cards. Independent colour mixing with primary colours.
RE – Being Special	Share and record occasions when things have happened in their lives that made them feel special	Talk about people who are special to them. Say what makes their family and friends special to them	Kippers birthday - link to Jesus' birthday	Christmas box with artefacts	Story sack to introduce crib scene Espresso Video	Talk about Christmas gifts and what children would like. Connect with the story of the wise men.	
Key Books and Texts	Not Now Bernard The Most Magnificent Thing by Ashley Spires	Car, car truck Jeep by Katrina Charman Mrs Armitage on Wheels by Quentin Blake Vehicle ABC by Jannie	The Three Billy Goats Gruff No-Bot the robot with No Bottom by Sue Hendra	Mr Gumpy's Outing by John Burningham Rosie Revere, Engineer by Andrea Beaty	The Three Little Pigs You can't take an elephant on the bus by Patricia Cleveland-Peck	Various versions of the nativity story	Range of Christmas stories