**Reception Colour and Light (Autumn 2 2019)**

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|  | WB 28/10  Halloween  Pumpkin moon | WB 4/11  Bonfire Night  **Rama and the Demon King** | WB 11/11  **If I could paint the world** | WB 18/11  **Harold and the Purple Crayon** | WB 25/11  **The day the crayons quit** | WB 2/12  **The Gruffalo Child** | 9/12  **Harvey Slumfenberger’s Xmas present.** |
| **PSED** | *Takes steps to resolve conflicts with other children. Confident to speak to others about needs, wants, interests and opinions. Beginning to be able to negotiate to solve problems. Can describe self in positive terms and talk about abilities. Understands that own actions affect other people. Aware of boundaries set and of behavioural expectations in the setting.* | | | | | | |
| **Characteristics of effective learning** | *Paying attention to detail. Persists with activity when challenges occur. Bouncing back after difficulties. Showing a belief that more effort or a different approach will pay off. Enjoys meeting challenges for their own sake rather than external rewards or praise. Making links and noticing patterns in their experiences. Finding ways to solve problems. Developing ideas of grouping, sequence, cause and effect.* | | | | | | |
| **CL** –  Running through the half term – 2 channelled attention. Maintains attention…. | **Pumpkin experiment** – use talk to organise sequence and clarify thinking, ideas, feelings and events. | **Retelling the Rama and Sita story. –** *use language to imagine, and recreate roles and experiences.*  **Where’s Ravana?** *Respond to instructions involving a two-part sequence* | **What colour would you***……links statements and sticks to main theme or intention* | **Colour flowers** *- extends vocabulary – especially by grouping and naming, exploring the meaning of new words.* | **letters from the crayons (Theory of mind)** use talk to organise sequence and clarify thinking, ideas, feelings and events. | **Shadow shows -** use talk to organise sequence and clarify thinking, ideas, feelings and events. |  |
| **PD** | **Writing** *- begin to sue anticlockwise movements and retrace vertical lines.* | **Writing** *- begin to use anticlockwise movements and retrace vertical lines.* **Diwali puppets** *– use one handed tools and equipment* | **Writing** *- begin to sue anticlockwise movements and retrace vertical lines. Begin to form recognisable letters.*  *Uses simple tools to effect changes to materials* | **Writing** *- begin to sue anticlockwise movements and retrace vertical lines. Begin to form recognisable letters.*  *Uses simple tools to effect changes to materials* | **Writing** *- begin to sue anticlockwise movements and retrace vertical lines. Begin to form recognisable letters.*  *Uses simple tools to effect changes to materials* | **Writing Christmas cards/present labels** *- begin to sue anticlockwise movements and retrace vertical lines. Begin to form recognisable letters.* | **Xmas mobiles** *- Uses simple tools to effect changes to materials*  **Writing** *- begin to sue anticlockwise movements and retrace vertical lines. Begin to form recognisable letters.* |
| **PE** | *jumps off objects and lands appropriately* | *travels with confidence and skill around, under, over and through balancing and climbing equipment* | *shows understanding of the need for safety when tackling new challenges -* | *shows increasing control over an object by throwing and catching ….* | *shows some understanding that good practices with regard to exercise…..contributes to good health .* | *negotiates space successfully when playing racing and chasing games….* |  |
| **Literacy:**  **writing:** | ***Experiment write up*** *– Hear and say initial sounds in words. Links sounds to letters.* | **Retelling the Rama and Sita story. –** *Hear and say initial sounds in words. Links sounds to letters.* | **my favourite colour (why) -** *Hear and say initial sounds in words. Links sounds to letters. Begins to break the flow of speech into words* | **my journey…..** *Hear and say initial sounds in words. Links sounds to letters. Begins to break the flow of speech into words* | **letters to the crayons….** *Links sounds to letters. Can segment the sounds in simple words and blend them together* | **shadow experiment** *- Links sounds to letters. Can segment the sounds in simple words and blend them together* | **letters to Santa***- Links sounds to letters. Can segment the sounds in simple words and blend them together* |
| **Phonics** | s a t p | i n m d | g o c k | ck e u r | h b f l | ff ll ss |  |
| **Reading** | Through the half term during 1-1 reading sessions, guided reading sessions and spontaneous/planned reading opportunities through : hear and say initial sounds in words, can segment sounds in simple words and blend them together. Links sounds to letters. Begins to read words and simple sentences. uses vocabulary and forms of speech that are increasingly influenced by their experience of books. Knows information can be retrieved from books and computers. | | | | | | |
| **Maths** | **Ordering pumpkins by size – orders 2 – 3 items by size. Where’s the pumpkin? -** *can describe their relative position* | **How many heads in Ravana?** recites the number sequence to 10**,** counts an irregular arrangement of up to 10 objects **Indian elephants –** *recognises/ orders numbers 1-10* | **my favourite colour** *– estimates how many objects they can see and checks by counting them. Counts objects to 10 and beginning to count beyond 10* | **How many grapes*?*** *Counts an irregular arrangement of up to 10 objects. Finds 1 more 1 less from a group of 5/10 objects.* | **Numicon –** *say the number that is one more than a given number* | **Black and white patterns.** Use familiar objects to create and recreate patterns | **How many Santa’s?** – |
| **Maths carpet sessions** | **mystery box –** recognises and orders numerals 1-10,*say the number that is one more than a given number, finds the total number of items in two groups. Selects a particular named shape, begins to use mathematical names for flat 2D and solid 3D shapes. Orders and sequence familiar events* | | | | | | |
| **UW** | **Pumpkin experiment***- shows an understanding of growth and decay over time. looks closely at similarities, differences, pattern and change.* |  | **Crepe paper colour mixing***- looks closely at similarities, differences, pattern and change.* | **Planting grass for the guinea pigs –** *looks closely at similarities, differences, pattern and change.* | **crayon melting** - *looks closely at similarities, differences, pattern and change.* | **Xmas celebrations** - *Joins in with family customs and routines* | **Xmas celebrations** - *Joins in with family customs and routines* |
| **EAD** | **Pumpkin printing** – press and life. | **Diva lights –***manipulates materials to achieve a planned effect.* **Indian Restaurant role play –** *plays co-operatively as part of a group to develop and act out a narrative* | **Golf ball roller painting-** explores what happens when they mix colours | **Ice cube colour mixing-** *explores what happens when they mix colours, understands that different media can be combined to create a new effect.* | **Crayon colour mixing-** *explores what happens when they mix colours, understands that different media can be combined to create a new effect* | **Xmas calendars –** *combines different media to achieve a planned effect* | **Xmas cards-/presents -** *creates simple representations* |
| **Woodwork** | Manipulates materials to achieve a planned effect. Constructs with a purpose in mind. Uses simple tools competently and appropriately. Selects tools and techniques needed to shape Selects appropriate resources and adapts work where necessary. Assemble and join materials they are using. | | | | | | |
| **RE** |  | **How do people prepare for a baby**? Show NZ nativity story on IWB | **Retell the story of the angel Gabriel**. 2paint – what do angels look like | **Be able to talk about the feelings of Mary and Joseph -** | **Recognise and talk about advent –** whole class advent calendar | **Be able to retell the nativity story** | **I feel joy when …..**be able to talk about religious symbols and words. |
| **Song of the week:** |  | **On Bonfire Night** | **I can sing a rainbow….** |  | **I’m a dancing Christmas tree** | **Nativity play songs** | **Nativity play songs** |
| **Assessment** | Wellcomm language assessments | | | Phonics assessment, mini maths assessments | | |  |
| **Outings/special events/**  **celebrations** | MM out Forest school training  27th October - Diwali | Movie Night – Thursday? | 14th Open afternoon pm |  | Forest school - family day | Sponsored torchlit walk – after school. | Outing to the theatre. |