

## Oswald Road

## Autumn 2 Medium term plan: Reception Julia Donaldson

Themes/Inter ests/Lines of Enquiry	Room on the Broom 31 <sup>st</sup> Oct - 4 <sup>th</sup> Nov	Bonfire night 7 - 11 <sup>th</sup> Nov	Superworm 14 - 18 <sup>th</sup> Nov	Scarecrows Wedding 21 - 25 <sup>th</sup> Nov	Zog 28 <sup>th</sup> Nov - 2 <sup>nd</sup> Dec	Nativity 5 - 9 <sup>th</sup> Dec	Christmas 12 – 16 <sup>th</sup> Dec
Quality Texts	Room on the Broom  Room on the Broom	Zim Zam Zoom – Firework poem	Superworm 5 UPERWORM	The Scarecrows Wedding	Zog	Nativity  Washaring Winkly twinkly  Nativity	Stickman  STICH  MAN  JULIA MONALDONA - AVEL SCHEFFLER
Shared Read Texts	How to catch a star  First informational particular OLIVER JEFFERS  HOW to CATCH a STAR	Whatever next  Whatever Next!  Jill Murphy	What the Ladybird Heard	The Detective Dog	The Highway Rat  Highway Rat  Out. Building And Shegger	Pick a pine tree  Q  Qick a  PINE TREE  PATRICA TOUT  JANUS	Me on the Map  Me on the MAP
Enrichment			Visit to Chorlton library 14.11 pm session			Oswald road Nativity Christmas Show 8 <sup>th</sup> (10-11) and 9 <sup>th</sup> (13.45 – 14.45)	
CL: Listening, attention and	Role Play – Witch's kitchen	Role Play – Space station	Role Play – Space station Small World Play – Superworm	Role Play – Space station	Role Play – Space station	Role Play – Nativity Home corner	Role Play – Santa's Grotto
understanding, Speaking	Small World Play – Room on the Broom characters story scene	Small World Play – Space rocket	characters story scene	Small World Play – Scarecrows wedding characters story scene	Small World Play – Zog characters story scene	Small World Play – Nativity scene	Small World Play – Christmas character small world scene
Personal, Social & Emotional Development	Jigsaw 2: Celebrating Differences What am I good at?	Jigsaw 2: Celebrating Differences I'm Special, I'm me!	Antibullying week – Odd Socks Day (14.11)	Jigsaw 2: Celebrating Differences Families	Jigsaw 2: Celebrating Differences Houses and Homes	Jigsaw 2: Celebrating Differences Making Friends	Jigsaw 2: Celebrating Differences Standing Up for Yourself

				<del>,</del>	<b>,</b>	<del>,</del>	
Physical	Fundamental skills with	Fundamental skills with	Fundamental skills with	Fundamental skills with	Fundamental skills with	Fundamental skills with	Fundamental skills with
Development:	Keiran:	Keiran:	Keiran:	Keiran:	Keiran:	Keiran:	Keiran:
Gross Motor	Speed, agility and coordination	Speed, agility and coordination	Speed, agility and coordination	Speed, agility and coordination	Speed, agility and coordination	Speed, agility and coordination	Speed, agility and coordination
GIUSS MULUI	games.	games.	games.	games.	games.	games.	games.
	Throwing and catching	Throwing and catching	Throwing and catching	Throwing and catching	Throwing and catching	Throwing and catching	Throwing and catching
	Invasion and target games.  • Moving with developing control showing	Invasion and target games.  • Moving with developing control showing	Invasion and target games.  • Moving with developing control showing	Invasion and target games.  • Moving with developing control showing	Invasion and target games.  • Moving with developing control showing	Invasion and target games.  • Moving with developing control showing	Invasion and target games.  • Moving with developing control showing
	enjoyment of running and beginning to travel	enjoyment of running and beginning to travel	enjoyment of running and beginning to travel	enjoyment of running and beginning to travel	enjoyment of running and beginning to travel	enjoyment of running and beginning to	enjoyment of running and beginning to travel
	with more speed and control.	with more speed and control.	with more speed and control.	with more speed and control.	with more speed and control.	travel with more speed and control.	with more speed and control.
	<ul> <li>To be able to respond to simple commands eq: stop, go, fast, slow.</li> </ul>	• To be able to respond to simple commands eq: stop, go, fast, slow.	• To be able to respond to simple commands eq: stop, go, fast, slow.	• To be able to respond to simple commands eq: stop, go, fast, slow.	To be able to respond to simple commands eq: stop, go, fast, slow.	To be able to respond to simple commands eq: stop, go, fast, slow.	• To be able to respond to simple commands eq: stop, go, fast, slow.
	Negotiate obstacles safely with	Negotiate obstacles safely with	Negotiate obstacles safely with	Negotiate obstacles safely with	Negotiate obstacles safely with	Negotiate obstacles safely with	Negotiate obstacles safely with
	consideration for themselves and others.	consideration for themselves and others.	consideration for themselves and others.	consideration for themselves and others.	consideration for themselves and others.	consideration for themselves and others.	consideration for themselves and others.
	<ul> <li>Be able to identify a safe space to stand.</li> <li>Quickly change speed and direction.</li> </ul>	<ul><li>Be able to identify a safe space to stand.</li><li>Quickly change speed and direction.</li></ul>	<ul><li>Be able to identify a safe space to stand.</li><li>Quickly change speed and direction.</li></ul>	Be able to identify a safe space to stand.     Quickly change speed and direction.	<ul> <li>Be able to identify a safe space to stand.</li> <li>Quickly change speed and direction.</li> </ul>	<ul> <li>Be able to identify a safe space to stand.</li> <li>Quickly change speed and direction.</li> </ul>	<ul> <li>Be able to identify a safe space to stand.</li> <li>Quickly change speed and direction.</li> </ul>
	Move energetically eg: running, jumping,	Move energetically eg: running, jumping,	Move energetically eg: running, jumping,	Move energetically eg: running, jumping,	Move energetically eg: running, jumping,	Move energetically eg: running, jumping,	Move energetically eg: running, jumping,
	hopping, skipping,	hopping, skipping,	hopping, skipping,	hopping, skipping,	hopping, skipping,	hopping, skipping,	hopping, skipping,
	<ul> <li>Use a range of resources used to bat, pat and hit a ball, modelling how to do this and</li> </ul>	Use a range of resources used to bat, pat and hit a ball, modelling how to do this and	Use a range of resources used to bat, pat and hit a ball, modelling how to do this and	Use a range of resources used to bat, pat and hit a ball, modelling how to do this and	Use a range of resources used to bat, pat and hit a ball, modelling how to do this and	Use a range of resources used to bat, pat and hit a ball, modelling how to do this and	Use a range of resources used to bat, pat and hit a ball, modelling how to do this and
	giving children plenty of time for practice.	giving children plenty of time for practice.	giving children plenty of time for practice.	giving children plenty of time for practice.	giving children plenty of time for practice.	giving children plenty of time for practice.	giving children plenty of time for practice.
	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce
	children to balls games with teams, rules and targets when they have consolidated their	children to balls games with teams, rules and targets when they have consolidated their	children to balls games with teams, rules and targets when they have consolidated their ball	children to balls games with teams, rules and targets when they have consolidated their ball	children to balls games with teams, rules and targets when they have consolidated their ball	children to balls games with teams, rules and targets when they have consolidated	children to balls games with teams, rules and targets when they have consolidated their ball
	ball skills.	ball skills.	skills.	skills.	skills.	their ball skills.	skills.
	Refine ball skills using a range of balls	Refine ball skills using a range of balls	Refine ball skills using a range of balls	Refine ball skills using a range of balls	Refine ball skills using a range of balls	Refine ball skills using a range of balls	Refine ball skills using a range of balls
	(tennis balls, ping pong balls and so on)	(tennis balls, ping pong balls and so on)	(tennis balls, ping pong balls and so on)	(tennis balls, ping pong balls and so on)	(tennis balls, ping pong balls and so on)	(tennis balls, ping pong balls and so on)	(tennis balls, ping pong balls and so on) throwing, catching, passing and aiming.
	throwing, catching, passing and aiming.  • Develop confidence, competence, precision	throwing, catching, passing and aiming.  • Develop confidence, competence, precision	throwing, catching, passing and aiming.  • Develop confidence, competence, precision	throwing, catching, passing and aiming.  • Develop confidence, competence, precision	throwing, catching, passing and aiming.  • Develop confidence, competence, precision	throwing, catching, passing and aiming.  • Develop confidence, competence,	<ul> <li>Develop confidence, competence, precision</li> </ul>
	and accuracy when engaging in activities that	and accuracy when engaging in activities that	and accuracy when engaging in activities that	and accuracy when engaging in activities that	and accuracy when engaging in activities that	precision and accuracy when engaging in	and accuracy when engaging in activities that
	involve a ball.	involve a ball.	involve a ball.	involve a ball.	involve a ball.	activities that involve a ball.	involve a ball.
	Gym - Flight – Bouncing,	Dance - Seasons	Gym - Flight – Bouncing,	Dance - Seasons	Gym - Flight – Bouncing,	Dance - Seasons	Gym - Flight – Bouncing,
	Jumping and Landing	Outdoor Area	Jumping and Landing	Outdoor Area	Jumping and Landing	Outdoor Area	Jumping and Landing
	Outdoor Area	outdoor / ired	Outdoor Area	outdoor Area	Outdoor Area	outdoor / wed	Outdoor Area
	odidosi / ired		July 1		Odladol Alica		Gutuosi 74 cu
Dhysical	Malleable area	Malleable area	Malleable area	Malleable area	Malleable area	Malleable area	Malleable area
Physical	Malleable area	Malleable area	Malleable area	Malleable area	Maileable area	Malleable area	Malleable area
Development:	Eine meter area	Fine meter area	Fine meter area	Fine meter area	Fine motor area - Beads on hair	Fine meter area	Fine meter area
Fine Motor	Fine motor area	Fine motor area	Fine motor area	Fine motor area	<b>I</b>	Fine motor area	Fine motor area
	Dannala	Dannala	Donnala	Dannala	(BHM)	Damada	Damada
	Penpals	Penpals	Penpals	Penpals	Penpals	Penpals	Penpals
	Letter formation	Letter formation	Letter formation	Letter formation	Letter formation	Letter formation	Letter formation
	(phonics/literacy and name	(phonics/literacy and name	(phonics/literacy and name	(phonics/literacy and name	(phonics/literacy and name	(phonics/literacy and name	(phonics/literacy and name
	writing)	writing)	writing)	writing)	writing)	writing)	writing)
		Lunch time (knives, forks and	Lunch time (knives, forks and	Lunch time (knives, forks and	Lunch time (knives, forks and	Lunch time (knives, forks and	Lunch time (knives, forks and
	Lunch time (knives, forks and	spoons)	spoons)	spoons)	spoons)	spoons)	spoons)
	spoons)	550000	55000)		550010)		350010)
	5500113 <i>)</i>						
Physical	PE, Dance & Gym	PE, Dance & Gym	PE, Dance & Gym	PE, Dance & Gym	PE, Dance & Gym	PE, Dance & Gym	PE, Dance & Gym
Development:	Snack time	Snack time	Snack time	Snack time	Snack time	Snack time	Snack time
Health	Tooth brushing	Tooth brushing	Tooth brushing	Tooth brushing	Tooth brushing	Tooth brushing	Tooth brushing
Health	ŭ						

Literacy: Comprehension & word reading	Storytime Readers Oxford University Press decodable readers. Rising stars Pleasure for reading book.  Essential letters and sounds phase 2 and 3 Recognising and writing own names Initial sounds Segmenting/blending CVC words Revision of phase 2 Assessment	Storytime Readers Oxford University Press decodable readers. Rising stars Pleasure for reading book.  Essential letters and sounds phase 2 and 3 Recognising and writing own names Initial sounds Segmenting/blending CVC words Revision of phase 2 j, v, w, x HRS: he, she, buses	Storytime Readers Oxford University Press decodable readers. Rising stars Pleasure for reading book.  Essential letters and sounds phase 2 and 3 Recognising and writing own names Initial sounds Segmenting/blending CVC words Revision of phase 2 y, zz, qu, ch HRS: we, me, be	Storytime Readers Oxford University Press decodable readers. Rising stars Pleasure for reading book.  Essential letters and sounds phase 2 and 3 Recognising and writing own names Initial sounds Segmenting/blending CVC words Revision of phase 2 sh, th, ng, nk HRS: push	Storytime Readers Oxford University Press decodable readers. Rising stars Pleasure for reading book.  Essential letters and sounds phase 2 and 3 Recognising and writing own names Initial sounds Segmenting/blending CVC words Revision of phase 2 ai, ee, igh, oa HRS: was, her	Storytime Readers Oxford University Press decodable readers. Rising stars Pleasure for reading book.  Essential letters and sounds phase 2 and 3 Recognising and writing own names Initial sounds Segmenting/blending CVC words Revision of phase 2 -es (where there is no change to the root word) Assess and review week R:2	Storytime Readers Oxford University Press decodable readers. Rising stars Pleasure for reading book.  Essential letters and sounds phase 2 and 3 Recognising and writing own names Initial sounds Segmenting/blending CVC words Revision of phase 2 Review week R:3
Literacy: Writing	Writing own names Essential Letters and Sounds Phase 2 and 3 phonics Segmenting/blending CVC words, captions & sentences HRS words	Writing own names Essential Letters and Sounds Phase 2 and 3 phonics Segmenting/blending CVC words, captions & sentences HRS words	Writing own names Essential Letters and Sounds Phase 2 and 3 phonics Segmenting/blending CVC words, captions & sentences HRS words	Writing own names Essential Letters and Sounds Phase 2 and 3 phonics Segmenting/blending CVC words, captions & sentences HRS words	Writing own names Essential Letters and Sounds Phase 2 and 3 phonics Segmenting/blending CVC words, captions & sentences HRS words	Writing own names Essential Letters and Sounds Phase 2 and 3 phonics Segmenting/blending CVC words, captions & sentences HRS words	Writing own names Essential Letters and Sounds Phase 2 and 3 phonics Segmenting/blending CVC words, captions & sentences HRS words
Mathematics	White Rose Maths:  It's me 1,2,3!  Representing 1,2,3  Comparing 1,2,3  Composition of 1,2,3  Circles and triangles  Positional language	White Rose Maths:  It's me 1,2,3!  Representing 1,2,3  Comparing 1,2,3  Composition of 1,2,3  Circles and triangles  Positional language	White Rose Maths: It's me 1,2,3!  Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Circles and triangles Positional language	White Rose Maths: Light and Dark  Representing numbers to 5 One more and less Shapes with 4 sides Time	White Rose Maths: Light and Dark  Representing numbers to 5 One more and less Shapes with 4 sides Time	White Rose Maths: Light and Dark  Representing numbers to 5 One more and less Shapes with 4 sides Time	White Rose Maths: It's me 1,2,3!  Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Circles and triangles Positional language  Light and Dark  Representing numbers to 5 One more and less Shapes with 4 sides Time
Understanding the world: Past and present		Bonfire Night – Guy Fawkes Remembrance Sunday	Chorlton Library visit			Nativity	Nativity

Understanding	RE: Expressing	RE: Expressing	RE: Expressing	RE: Expressing	RE: Expressing	RE: Expressing	RE: Expressing
of the World:	Which times are special and	Which times are special and	Which times are special and	Which times are special and	Which times are special and	Which times are special and	Which times are special and
People, Culture	why?	why?	why?	why?	why?	why?	why?
& Communities	Christians (Christmas)	Christians (Christmas)	Christians (Christmas)  Geography: Map – Explore the immediate environment using a map before visiting Chorlton Library Place/Locational knowledge –	Christians (Christmas)	Christians (Christmas)	Christians (Christmas)	Christians (Christmas)  Geography:  Map –  Explore the immediate environment using a map before visiting the local post box (to send a letter to Santa).
			Use a map to identify where we live in relation to the rest of the world (find Chorlton on map).				Draw a simple map outlining a route to the local post box (to send a letter to Santa) including what the children see on the way.
Understanding of the World: World	Investigation area	Investigation area  Science: Physics — Light (Light and Dark for Bonfire night) Earth and space Investigation area and light box in the CP	Investigation area  Science: Physics – Light (Light and Dark Earth and space	Investigation area  Science: Physics – Light (Light and Dark Earth and space	Investigation area  Science: Physics – Light (Light and Dark Earth and space	Investigation area	Investigation area
Understanding the World: Technology	Technology Area Ipads Interactive whiteboard	Technology Area Ipads Interactive whiteboard	Technology Area Ipads Interactive whiteboard	Technology Area Ipads Interactive whiteboard	Technology Area Ipads Interactive whiteboard Computing: Pic Collage (Zog)	Technology Area Ipads Interactive whiteboard	Technology Area Ipads Interactive whiteboard
Expressive Art & Design	Music: Witch, witch  Call-and-response Pitch (la-so-mi-do) Timbre  Creative and junk modelling area	Music: Christmas songs Witch, witch • Call-and-response • Pitch (la-so-mi-do) • Timbre	Music: Christmas songs Witch, witch • Call-and-response • Pitch (la-so-mi-do) • Timbre	Music: Christmas songs Row, row, row your boat  • Beat  • Pitch (step/leap)  • Timbre	Music: Christmas songs Row, row, row your boat  Beat Pitch (step/leap) Timbre	Music: Christmas songs Row, row, row your boat • Beat • Pitch (step/leap) • Timbre	Music: Christmas songs
	alca	Creative and junk modelling area DT: Structure: Rocket Textiles: Firework wands Art: Drawing: Pastel Fireworks Textiles: Firework wands 3D form: Rocket	Creative and junk modelling area	Creative and junk modelling area Art: Painting: Scarecrows	Creative and junk modelling area	Creative and junk modelling area	