

Reception Autumn 2 – My Place in the World - Who and what makes my world special?

Week/Topic	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Weekly focus</b>	Home	School	Community	Culture	UK/London	World	Religious Celebrations
<b>Learning Question</b>	What makes my home special?	What makes our school a special place?	Who helps in our community	What special traditions and celebrations do we have?	What is special about where we live?	Who else lives in our world	How do we celebrate special times with others?
<b>Celebrations and Events</b>	Bonfire Night – 5 <sup>th</sup> Nov	Kindness Week Nursery Rhyme Week Remembrance Day	Claygate Parade Walk 18 <sup>th</sup> Nov	Church Visit 24 <sup>th</sup> Nov		9 <sup>th</sup> Dec & 10 <sup>th</sup> Dec – Christmas Performance 11 <sup>th</sup> Dec – Xmas jumper day	Hanukkah 14 <sup>th</sup> – 22 <sup>nd</sup> Dec  Christmas – 25 <sup>th</sup> Dec
<b>Core Text</b>	A place called home	When a dragon goes to school	People need people	Same Same but different	A walk in London	A world for me and you	Little Glow
<b>PSED</b>	BIG3+ME <b>Being Calm</b> Peace: Self-Regulation skills	BIG3+ME <b>Being Calm</b> Peace: Self-Regulation skills	BIG3+ME <b>Being Ready</b> Peace: Self-Regulation skills	BIG3+ME <b>Being Ready</b> Peace: Self-Regulation skills	BIG3+ME <b>Being Happy</b> Peace: Self-Regulation skills	BIG3+ME <b>Being Happy</b> Peace: Self-Regulation skills	BIG3+ME <b>Being Patient</b> Peace: Self-Regulation skills
<b>Communication &amp; Language</b>	<u>Speaking:</u> children to speak in full sentences  <u>Understanding:</u> children to answer different questions (who, what, why, how, where)  <u>Listening and attention:</u> children to listen and follow adult instruction.	<u>Speaking:</u> children to speak in full sentences  <u>Understanding:</u> children to answer different questions (who, what, why, how, where)  <u>Listening and attention:</u> children to listen and follow adult instructions	<u>Speaking:</u> children to speak in full sentences  <u>Understanding:</u> children to answer different questions (who, what, why, how, where)  <u>Listening and attention:</u> children to listen and follow adult instructions	<u>Speaking:</u> children to speak in full sentences  <u>Understanding:</u> children to answer different questions (who, what, why, how, where)  <u>Listening and attention:</u> children to listen and follow adult instructions	<u>Speaking:</u> children to speak in full sentences  <u>Understanding:</u> children to answer different questions (who, what, why, how, where)  <u>Listening and attention:</u> children to listen and follow adult instructions	<u>Speaking:</u> children to speak in full sentences  <u>Understanding:</u> children to answer different questions (who, what, why, how, where)  <u>Listening and attention:</u> children to listen and follow adult instructions	<u>Speaking:</u> children to speak in full sentences  <u>Understanding:</u> children to answer different questions (who, what, why, how, where)  <u>Listening and attention:</u> children to listen and follow adult instructions
<b>Makaton Sign</b>	How are you?/I am Good	Happy/Sad	Worried/Excited	Angry/Scared	Wait	Merry Christmas	Happy New Year

<i>Physical Development</i>	PE: moving safely around a space	PE: different ways to move around a space	PE: bouncing and rolling a ball	PE: throwing and catching a ball	PE: different ways to move a ball (kicking, throwing, using different body parts)	PE: ball games	PE: moving safely around a space
<i>Literacy</i>	<u>Writing:</u> Writing key words from the story using their phonics knowledge	<u>Retelling the story:</u> children to retell the story in the correct order <u>Writing:</u> Writing key words from the story using their phonics knowledge	<u>Retelling the story:</u> children to retell the story in the correct order <u>Writing:</u> Writing key words from the story using their phonics knowledge	<u>Retelling the story:</u> children to retell the story in the correct order <u>Writing:</u> Writing key words from the story using their phonics knowledge	<u>Retelling the story:</u> children to retell the story in the correct order <u>Writing:</u> Writing key words from the story using their phonics knowledge	<u>Retelling the story:</u> children to retell the story in the correct order <u>Writing:</u> Writing key words from the story using their phonics knowledge	<u>Retelling the story:</u> children to retell the story in the correct order <u>Writing:</u> Writing key words from the story using their phonics knowledge
<i>Phonics</i>	<u>Phonemes:</u> ff, ll, ss, j  <u>Tricky word:</u> put, pull, full, as	<u>Phonemes:</u> v, w, x, y  <u>Tricky word:</u> and, has, his, her	<u>Phonemes:</u> z, zz, qu, ch  Words with s added at the end  <u>Tricky word:</u> go, no, to, into	<u>Phonemes:</u> sh, th, ng, nk  <u>Tricky word:</u> she, push, he, of	<u>Phonemes:</u> words with s /s/ added at the end, words ending s /z/ and with s /z/ added at the end  <u>Tricky Word:</u> we, me, be	Recap all phonemes and tricky words Phonics assessment	Recap all phonemes and tricky words Phonics assessment
<i>Maths</i>	<u>All about the number: 6</u>  <u>Mastering Number:</u>  <b>Counting, ordinality and cardinality</b> - the purpose of counting – to find out ‘how many’ objects there are altogether  Identify and name circles and triangles.  Compare circles and triangles	<u>All about the number: 8</u>  <u>Mastering Number:</u>  <b>Comparison</b> – compare the number of objects in 2 sets by matching them 1:1  Shapes in the environment	<u>All about number: 9</u>  <u>Mastering Number:</u>  <b>Composition</b> – focusing on the preliminary skills: the concept of ‘wholes’ and ‘parts’  Describe position	<u>All about number: 7</u>  <u>Mastering Number:</u>  <b>Composition</b> – investigating the composition of 3, 4 and 5. Composing and de-composing numbers involves the children investigating part–part–whole relations  Identify and name shapes with 4 sides.	<u>All about number: 4</u>  <u>Mastering Number:</u>  <b>Counting, ordinality and cardinality</b> - the purpose of counting – to find out ‘how many’ objects there are altogether  Combine shapes with 4 sides	<u>All about number: 5</u>  <u>Mastering Number:</u>  <b>Subitising</b> –use their perceptual subitising skills in increasingly complex arrangements, moving from dots in a line and arrangements of 2, to a focus on standard dice arrangements  Shapes in the environment	<u>All about number: 10</u>  <u>Mastering Number:</u>  <b>Counting, ordinality and cardinality</b> - purpose of counting – to find out ‘how many’ objects there are. Name the objects being counted to emphasise the numerosity of the set  Revisit any learning from this half term

<i>Understanding the World</i>	Children to learn about how others homes look different.  Children to learn the history of bonfire night.	Children to learn about Remembrance and to take part in group reflection	Children to talk about their local community	Children to learn about the importance of a church to Christians.	Children to learn about our country and capital city.	Children to learn about the importance of the Christmas story to Christians.	Children to share and talk about each other's traditions and celebrations.
<i>Expressive Arts and Design</i>	Children to create firework paintings	Children to learn and perform Nursery Rhymes with Makaton	Children to create junk modelling Claygate village	Children to create stained glass window.	Children to sketch/paint UK landmarks.	Children to practise their roles in the Christmas performance	Children to create a Christmas decoration
<i>Mini Woodies</i>	Bonfire Night	Dens	Weather	Trees	Leaves	Winter	Christmas Nature