

Ashcroft Reception Planning Autumn 2

Possible Themes & Interests
(Based on interests the children have had in past years)



Our author of the half term is: Julia Donaldson



Suggested Texts

Books following possible themes.



Autumn Drawing Club
Literacy texts



As well as singing daily songs and nursery rhymes our focus songs for the half term will be:
Five little ducks
Tommy Thumb
Five little peas in a pea pod



Our Poetry Basket poems will be:
Five Little Pumpkins
Popcorn
I can build a snowman
Carrot nose

Child led interests covered during the half term:

See separate continuous provision sheets for detailed learning outcomes, including vocabulary to be explored.



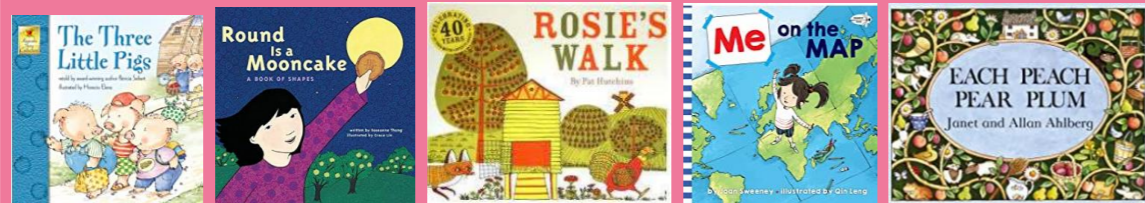
PRIME AREAS

Area of learning	Objectives/skills	Revisit/ongoing throughout the year	Provision enhancements
<p>Communication and Language</p> 	<p>Listening: Listen in familiar and new situations. Engage in stories that are familiar and new with interest and enjoyment.</p> <p>Attention: Maintain attention in new situations e.g., whole school assembly or PE sessions in the hall. Shift attention when required e.g., when given a clear prompt - 'name'.</p> <p>Respond: Make relevant comments when listening to a story and can answer 'why' questions. Link events in a story to their own experiences. <i>Ask questions to find out more and to check they understand what has been said to them.</i> Respond to others appropriately in play. <i>Engage in story times.</i> <i>Engage in non-fiction book.</i></p> <p>Understanding: <i>Follow instructions or a question with 2 parts in familiar situations.</i></p> <p>Speaking: Use intonation to make meaning clear to others. <i>Start a conversation with peers and familiar adults and continue it for many turns.</i> Use simple conjunctions in talk to link thoughts 'and' 'because'. Retell a simple event e.g., how scratched knee' Recognise words that rhyme or sound similar E.g., "Cat and hat". <i>Develop social phrases – "Good morning, how are you?"</i></p>	<p>Learn new vocabulary Use new vocabulary in different contexts. Use new vocabulary through the day in discussions and conversations. Learn new rhymes, poems, and songs. Listen to and talk about stories to build familiarity and understanding.</p>	<p>Book Corner – Selection of books, 'Jack and the beanstalk' story teller props, puppets, story stones, Julia Donaldson author focus books, Grufflo book and puppets. Mark making – Word mats, vocabulary mats, area to hang work they are proud of, writing frames and prompts. Home Corner – Telephone, laptop, labels on resources, pots and pans, utensils, cutlery, plates, bowls, cups, play food, babies, kitchen appliances. Maths – Number cards, Numicon, Unifix, natural objects, number books. Creative – Puppets and puppet theatre, train track and trains. Performance – Costumes, props, microphones, musical instruments. Construction - Prompt cards, pictures of buildings and structures around the world. Investigation – Big book of our investigations, books, pictures, language cards/word mats. Junk – Ideas photos, questions on speech bubbles, design ideas writing/mark making frames. Outside – stage area with costumes and props, musical instruments, small world resources, mark making opportunities in range of areas, language prompts.</p>
<p>Personal, Social and Emotional Development</p> 	<p>Express feelings: Can show concern for others and show awareness of how their actions may impact on others. Talk with others to solve conflicts. Can identify how they are feeling on the zone of regulation board. <i>Beginning to express their feelings and consider the perspectives of others.</i></p> <p>Manage behaviour: Begin to take turns and share resources. Can usually tolerate delay when needs are not immediately met.</p> <p>Self-awareness: Can talk about what they are doing and why.</p> <p>Independence: Can independently choose areas they would like to play in or resources they would like to use. Can say when they help. With some support can get dressed and undressed for PE sessions. Can follow instructions with 2 parts.</p> <p>Collaboration: Begin to share and take turns.</p> <p>Social skills: <i>Continue to build constructive and respectful relationships.</i> Seek familiar adults and peers to engage in conversations and ask for help.</p>	<p>Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way.</p>	<p>Book Corner – Books linked to emotions, starting school and family in the book corner and in the Regulation Station, 'Gruffalo' puppets and props, sofas, cushions and blankets. Mark making – Paper, notebooks, pens, pencils, crayons, sound mats, pegs to display mark making they are proud of, pictures of families, writing frames, name cards. Home Corner – Telephone, laptop, pots and pans, utensils, cutlery, plates, bowls, cups, play food, babies, kitchen appliances, photographs of homes and families. Maths – Measuring jug, scales, shopping lists and price tags, shopping bags and purses. Creative – Collage materials, paint, glue, scissors, mirrors for self-portraits, wool, small world Tamworth with photos of local buildings and places children may be familiar with.</p>

Specific Areas

Area of learning	Objectives/skills	Revisit/ongoing throughout the year	Provision enhancements
<p>Literacy</p> 	<p>COMPREHENSION Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play.</p> <p>WORD READING Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to our phonic programme.</p> <p>WRITING Emergent writing: Copies adult writing behaviour e.g., writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it.</p> <p>Spelling: Orally spell VC and CVC words by identifying the sounds. Can copy write name from name card. Begins to attempt to write own name independently.</p> <p>Handwriting/ Kinetic Letters: Form letters from their name correctly. Begins to recognise that after a word there is a space. Draws lines and circles. Kinetic letters: continue working on the red section poses and physical movements. Continue Yellow section, see guidance for overview of letters to be taught.</p> <p>Drawing Club progression: Adults continue to model drawing skills. Soundtalk and model a CVC word for the secret code word. Children to say the initial sound for CVC words.</p>	<p>Re-read books to build up confidence in word reading, fluency, understanding and enjoyment. Read books consistent with their phonic knowledge.</p>	<p>Book Corner – Selection of books (fiction, non-fiction, author focus, poetry), magazines, book review writing frames, puppets and props to retell stories, story jigsaws, story stones, phonics cubes, alphabet strips, Gruffalo story book and puppets, Jack and the beanstalk story, props and puppets with story cards to sequence.</p> <p>Mark making – Selection of writing frames, plain paper, lined paper, notebooks, sound mats, word mats, clipboards, name cards, long unit covered with paper and graphemes as they are taught.</p> <p>Home Corner – Cookbooks, recipe cards, magazines, shopping list writing frames, laptop, real life containers with labels (washing up liquid, fabric softener etc).</p> <p>Maths – Labelled resources, maths related books – counting focus, number rhymes (5 Little Men in a Flying Saucer)</p> <p>Creative – Labelled resources, texts linked to artists/techniques, small world Tamworth signs and leaflets about parts of Tamworth.</p> <p>Performance – Puppets and story props, nursery rhymes, microphone toys.</p> <p>Construction – Writing frames for design ideas, question prompts, display for ideas, laminated signs for children to write their names on to display with their models.</p> <p>Investigation – Texts linked to Autumn, Autumnal vocabulary, speech bubbles on display, big book of our investigations.</p>
<p>Phonics</p>	<p>We follow the Wandle learning trusts Little Wandle, Letters and Sounds scheme. Please see separate planning and overviews for learning progression.</p> <p>Phase 1/2 Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.</p>	<p>Continue Phase 1 to develop/ maintain general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending, and segmenting.</p>	<p>Junk - Writing frames for design ideas, question prompts, display for ideas, labelled resources to access freely.</p> <p>Outside – Story circle (tyres, books, cushions), language in maths area e.g. part, whole, numerals, writing frames in the construction area, number plates, bug hotel language, books related to different areas as appropriate, clipboards, pens, pencils, crayons, paper, notebooks, chalk boards, chalk, name cards.</p>

Mathematics



Coverage	Guidance (subject knowledge)
<p>Representing 1,2,3</p>	<p>Subitise or count to find how many and make own collections of 1,2, 3 objects. Match number names to numerals and quantities. Count up to 3 objects in diff arrangements by touching each object as they count. Recognise that the final number they say names the quantity in a set. Use own mark making to represent 1, 2 and 3.</p>
<p>Comparing 1,2,3</p>	<p>Begin to understand as we count each number is one more than the number before. Similarly, as we count back, each number is one less than the previous number.</p>
<p>Composition of 1,2,3</p>	<p>Intro idea all numbers are made up of smaller numbers. Explore and notice diff compositions of 2 and 4.</p>
<p>Formation of 1,2,3</p>	
<p>Circles and triangles</p>	<p>Circles have one curved side, triangles have 3 straight sides. Recognise these shapes in everyday life. Show a variety of diff sized circles and triangles in diff orientations and sides with diff lengths.</p>
<p>Spatial awareness: Positional language</p>	<p>Hear and begin to use positional language to describe how items are positioned in relation to other items.</p>



Develop confidence in using manipulatives, graphical representations, subitising and exploring pattern.

Counting real life objects, subitising and counting objects that are identical before moving onto objects with slight differences such as size or colour.

Children encouraged to put objects into a line when counting so there is a clear start and end point.

Five frames used to support and compare numbers within 5.

Numerals introduced but not expected to write them at this stage.

Informal jottings/drawings to record thinking.

When counting continue to learn that the final number they say names the quantity of the set.

Continue to count, subitise and compare as they explore one more and one less.

Book Corner – Stories related to mathematical language, counting books, Numberblocks magazines, numbered Three Little Pigs houses.

Mark making – Numeral tracing sheets, linked to number taught each week.

Home Corner – Cookbooks and recipe cards, scales, toy telephone, toy laptop, plates, bowls, cutlery and cups of different sizes.

Maths – Natural objects, Numicon, Unifix, shape boards, interlocking cubes, numerals cards, number lines 0-10, counting books, teddy counting train, representations of number of the week.

Creative – 2D shapes, sponge shapes, Numicon, paint, crayons, pencils.

Performance – Counting rhymes (5 Little Men in a Flying Saucer), props of varying sizes.

Construction – Tape measures, rulers, interlocking cubes, bricks of different sizes.

Investigation -

Junk – Boxes of different sizes, cardboard tubes differing in size, tape measures, rulers.

Outside – Coat hanger balance, natural objects, moveable wooden number line (0-20 but adjustable), 2D and 3D shapes, guttering pipes, tape measures, large plastic blocks, large wooden bricks and planks, numbered parking spaces, petrol pump, wildflower area.



Coverage	Guidance (Subject knowledge)
Representing 4, Comparing 4, Composition of 4, Formation of 4	Count on and back to 4. Subitise up to 4 objects. Match number name to numeral and quantity. Say which sets have more and fewer.
One more and less	Use a five frame to represent numbers and predict how many there will be if they add one more or take one away. Understand the link between counting forwards and the one more pattern, then counting back and the one less pattern. Support with books and number rhymes e.g., 5 speckled frogs, 5 current buns, 5 little ducks.
Shapes with 4 sides	Squares (classes as special rectangles with 4 equal sides) and rectangles have 4 straight sides and 4 corners. Recognise these shapes in everyday life. Show these shapes in a variety of diff sizes and orientations.
Time: Night and Day	Talk about night and day and order key events in daily routines. Use language to describe when events happen e.g., day, night, morning, afternoon, before, after, today, tomorrow. Begin to measure time in simple ways e.g., counting number of sleeps, timers to measure durations.

NCETM
 Subitising:

- continue from first half-term
- subitise within 5, perceptually and conceptually, depending on the arrangements.

Cardinality, ordinality and counting:

- continue to develop their counting skills
- explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand
- begin to count beyond 5
- begin to recognise numerals, relating these to quantities they can subitise and count.

Composition:

- explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot
- explore the composition of numbers within 5.

Comparison:

- compare sets using a variety of strategies, including 'just by looking', by subitising and by matching
- compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.

Understanding the World



Chronology:
 Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.

Enquiry:
 Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali.
 Ask questions, use different sources to find answers including books.
 Comment on images of familiar situations in the past.

Continue to develop a sense of continuity and change by being able to compare characters from stories.

Scientific skills –
 Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.
 Explore the natural world around them by taking part in weekly forest school sessions and making observations and drawing pictures of animals and plants.

Book Corner – Books linked to families around the world, books about family members, Three Little Pigs Story and props, Gruffalo book and puppets, non-fiction books about Autumn, books created by Ashcroft students in the past.

Mark making – Family writing frames, special me writing frames, body outlines to label, maps, treasure maps and map templates, plain paper, lined paper, notebooks, clipboards.

Respect:

Recognise that people have different beliefs and celebrate special times in different ways.
Recognise some similarities and differences between life in this country and life in other countries.

Investigation - Look closely at and make comparisons between this country and the lives of people in other countries within the world (homes around the world)

Mapping:

Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc.

Home Corner – Family photos, common packaging on real life items (washing up liquid bottle, fabric softener bottle etc)

Maths – Maps, positional language, bee-bots and programmable mice on grid with familiar rooms (lounge, kitchen, bathroom, bedroom etc).

Creative – Family photos, paints, wool, googly eyes, collage materials, houses and homes photos, shape printing, shapes to draw around.

Performance – Pirate costumes, treasure maps, costumes (linked to family jobs rather than princesses etc).

Construction – Wooden bricks, Duplo, Lego, Stickle Bricks, Snap-a-Shape, interlocking cubes, prompts for building tractors/combine harvesters etc.

Investigation – Books about Autumn and Harvest, magnifying glasses, autumn objects, e.g. leaves, conkers, acorns,

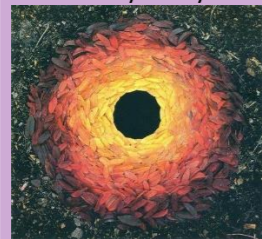
Junk - Houses and homes photos from locally and around the world, boxes and packaging, bubble wrap, cardboard tubes, egg boxes, plastic pots, tape, glue, scissors.

Outside – Magnifying glasses, mirrors, coloured Perspex sheets, large plastic blocks, large wooden bricks and planks, wildflower area, bug hotel.

Expressive Arts and Design

Develop storylines in their pretend play.

Artist Study: Andy Goldsworthy and Jackson Pollock



Songs and poems:

Songs: Five little ducks, Tommy Thumb, Five little peas in a pea pod.

Poetry Basket Poems: Five Little Pumpkins, Popcorn, I can build a snowman, Carrot nose

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Explore, use, and refine a variety of artistic effects to express their ideas and feelings.

Explore and engage in music making and dance, performing solo or in groups.

Book Corner – Books from Artists, focussing on Andy Goldsworthy, traditional tales, hand puppets, stick puppets, finger puppets, puppet theatre, story stones,

Mark making – Plain paper, lined paper, clipboards, notebooks, pens, pencils, felt pens, pot stickers.

Home Corner – Pots, pans, cookbooks, cameras, notebooks, pencils, crayons.

Maths – Maths nursery rhymes and songs with props to use when performing.

Creative – Paper, paint, collage materials, glue, stencils, scissors, printing equipment.

Performance – Costumes, props, range of musical instruments, microphone toys.

Construction – Lego, Duplo, Stickle bricks, design templates, shelving for self-display.

Investigation – Magnifying glasses, light exploration, magnets, wooden blocks.

Junk – Selection of boxes, glue, tape, design template sheets, photographs of design ideas.

Outside – stage, props, costumes, musical instruments, selection of books and laminated nursery rhymes.