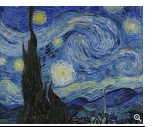


Autumn Term 2—Medium Term Plan— Starry Night



Week 1 Bonfire night and Remembrance Day	Week 2 Anti-Bullying Week	Week 3 Day and Night, shadows, keeping safe at night	Week 4 Nocturnal Animals	Week 5 Nativity	Week 6 Christmas	Week 7 Christmas
<p>Art/DT— Poppy printing, fire-work printing</p> <p>Marvellous Maths — Understanding the number 5—MN</p> <p>Phonics Phase — recapping phase 2 sounds and tricky words</p> <p>Tricky Words: no, go, I, the, to (reading)</p> <p>Talk For Writing— The Ugly Duckling</p> <p>Guided Writing — CVC words</p> <p>Key Text— A day to remember,</p>	<p>Art/DT— Odd socks</p> <p>Marvellous Maths — comparing and matching. More than, fewer than and equal number—MN</p> <p>Phonics Phase 3 — j, v, w, x</p> <p>Tricky Words: no, go, I, the, to (reading) no, go (writing)</p> <p>Talk For Writing—The Ugly Duckling</p> <p>Guided Writing— words to describe a good friend</p> <p>Key Text— Odd Socks, Giraffe is left out, Elmer</p> <p>Remembrance Day</p> <p>Parents Evening</p>	<p>Art/DT—Starry night and shadow puppets</p> <p>Marvellous Maths — Composition of numbers. Parts and whole—MN</p> <p>Phonics Phase 3 — y, z/zz, qu and ch</p> <p>Tricky Words: he, she (reading) the, to (writing)</p> <p>Talk For Writing—Little Red Riding Hood</p> <p>Guided Writing — Draw favourite character from Little Red Riding Hood and write a list of words, a sentence/caption about them.</p> <p>Key Text— Katie's starry night, The Gruffalo's child, Can't you sleep little bear</p>	<p>Art/DT— Owl craft</p> <p>Marvellous Maths — Composition of 3, 4 and 5—MN</p> <p>Phonics Phase 3— sh, th (unvoiced), th (voiced), ng</p> <p>Tricky Words: we, me, be (reading) she, he, I, go, no, to, the (writing)</p> <p>Talk For Writing—Little Red Riding Hood</p> <p>Guided Writing —Write about favourite nocturnal animal</p> <p>Key Text—It was a cold dark night, I'm not afraid of the dark, Owl babies, Night animals</p>	<p>Art/DT— Christmas crafts</p> <p>Marvellous Maths — Counting to 5 —MN</p> <p>Phonics Phase 3— ai, ee, igh, oa</p> <p>Tricky Words: was (reading) no, go, I (writing)</p> <p>Talk For Writing—The Nativity</p> <p>Guided Writing —Write a letter to Father Christmas</p> <p>Key Text—Dear Santa, Dear Father Christmas</p> <p>CHRISTMAS FAIR</p>	<p>Art/DT—Christmas Cards</p> <p>Marvellous Maths — Shapes with 4 sides WR</p> <p>Phonics Phase 3— oo (short), oo(long), ar, or</p> <p>Tricky Words: my (reading) no, go, I (writing)</p> <p>Talk For Writing—The Nativity</p> <p>Guided Writing —Christmas card message</p> <p>Key Text -The Christmas Eve Tree, One snowy night, The Christmas Bear</p> <p>NATIVITY Wednesday</p>	<p>Art/DT—Christmas Cookies</p> <p>Marvellous Maths — Christmas Maths linked to everything learnt this autumn term</p> <p>Phonics Phase 3 — Recap what we have learnt so far.</p> <p>Guided Writing—What are you looking forward to this Christmas</p> <p>Carol Service Thursday 9:30am</p> <p>Class Christmas Party and Christmas Dinner Friday</p>

EYFS Areas of Focus

CL	PSED	PD	Lit	Maths	UTW	EAD
<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?". Use a wider range of vocabulary.</p> <p>Use talk to help work out problems and organise thinking and activities</p> <p>Describe events in some detail.</p> <p>Engage in story times.</p>	<p>Identify and moderate their own feelings socially and emotionally.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Show more confidence in new social situations.</p> <p>Build constructive and respectful relationships.</p> <p>Begin to understand how others might be feeling.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: Rolling, Crawling, Walking, Jumping, Running, Hopping, Skipping, Climbing.</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> - Being a safe pedestrian Personal hygiene <p>Develop their small motor skills so they can use a range of tools competently, safely and confidently.</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - Print has meaning - Print can have different purposes - We read English text from left to right and from top to bottom. - The names of the different parts of a book <p>Page sequencing</p> <p>Blend sounds into words, so that they can read short words made up of known-letter sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Form lower-case letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write some or all of their name.</p>	<p>Compare numbers</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 5.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise that a shape can have other shapes within it, just as numbers can.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent others.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Explore colour and colour mixing.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>