

Boltons CE Primary School  
Medium Term Plan

Autumn 2 - Let's Celebrate!

Themes/Interests/Lines of Enquiry	Let's celebrate? We will focus on Bonfire Night, Remembrance Day, Diwali (31 <sup>st</sup> October- 1 <sup>st</sup> November) , National Nursery Rhyme Week, Toys & Transport (past and present), Christmas, Christmas around the World and the Christmas story.
Experiences	Children in Need Christmas Nativity Christmas Baking
Suggested Texts	
	 <p>Daily songs, nursery rhymes and poems</p>

Prime Areas

Area of learning	Knowledge and Skills	
Communication and Language	<p><b>Listening:</b> Listen in familiar and new situations. Engage in stories that are familiar and new with interest and enjoyment.</p> <p><b>Attention:</b> 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><b>Respond:</b></p>	<p>Revisit/ongoing throughout the year</p> <p>Learn new vocabulary Use new vocabulary in different contexts. Use new vocabulary through the day in discussions and conversations.</p>

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	<p>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. Engage in story times. Engage in non-fiction book.</p> <p><b>Understanding:</b> Follow instructions or a question with 2 parts in familiar situations.</p> <p><b>Speaking:</b> Use intonation to make meaning clear to others. Start a conversation with peers and familiar adults and continue it for many turns. 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". Develop social phrases - "Good morning, how are you?"</p>	<p>Learn new rhymes, poems, and songs.</p>
<p>Personal, Social and Emotional Development</p>	<p><b>Express feelings:</b> Know how to show concern for others and show awareness of how their actions may impact on others. Express their feelings and consider the feelings of others.</p> <p><b>Manage behaviour:</b> Begin to take turns and share resources. Can usually tolerate delay when needs are not immediately met.</p> <p><b>Self-awareness:</b> Can talk about what they are doing and why.</p> <p><b>Independence:</b> Know areas they would like to play in or resources they would like to use and independently access. Know they can say when they help. With some support, know how to get dressed and undressed for PE sessions. Can follow instructions with 2 parts.</p> <p><b>Collaboration:</b> Begin to share and take turns.</p>	<p>Continue to develop skills of using gestures, nonverbal 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>

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	<p><b>Social skills:</b> Continue to build constructive and respectful relationships. Know familiar adults and peers to engage in conversations and ask for help. <b>JIGSAW lessons - Celebrating Difference</b> Covering acceptance, including others when playing, knowing how to help if someone is being bullied, problem solving, kind words, using compliments.</p>	
Physical Development	<p><b>CUFC PE Sessions- Dance</b> Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</p>	Continue to develop core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

<u>Specific Areas</u>		
Literacy	<p><b>COMPREHENSION</b> Engage in conversation and can answer questions when reading wordless fiction and nonfiction books. Know how to respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Know how to talk about events, feelings, main characters, where a story is set and recognise links to own life experiences.</p>	Enjoy joining in with rhyme, songs, and poems.
	<p><b>WORD READING</b> 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>	Re-read books to build up confidence in word reading, fluency, understanding and enjoyment. Read books consistent with their phonic knowledge.
	<p><b>WRITING</b> <b>Emergent writing:</b> Copies adult writing behaviour e.g., writing on a whiteboard, writing messages. Makes marks and drawings using increasing control.</p>	Develop listening and speaking skills in a range of contexts.

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	<p>Know there is a sound/symbol relationship. Knows some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.</p> <p><b>Composition:</b> Knows how to orally compose a sentence and hold it in memory before attempting to write it.</p> <p><b>Spelling:</b> Knows how to orally spell VC and CVC words by identifying the sounds. Knows how to write own name.</p> <p><b>Handwriting:</b> Knows how to form letters from their name correctly. Knows that after a word there is a space.</p>	
	<p>Phonics - Phase 2 Know grapheme phoneme correspondence of 19 letters. Know how to blend with known letters for reading VC and CVC words. Know how to orally segment for VC and CVC words for spelling Know high-frequency common words (the, to, I, no, go).</p>	<p>Continue to develop general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending, and segmenting.</p>
<p>Mathematics</p>	<p>Coverage</p> <p><b>Representing 1,2,3</b> Know how to identify representations of 1, 2 and 3. Know how to subitise or count to find out how many. Know how to make their own collections. Know how to match the number names we say to numerals and quantities.</p> <p><b>Comparing 1,2,3</b> Begin to know that as we count each number is one more than the one before. Begin to know as we count back each number is one less than the previous number.</p> <p><b>Formation of 1,2,3</b></p>	<p>Ongoing Guidance</p> <p>Cardinality - know that the final number they say names the quantity of the set. Correspondence - counting different arrangements by touching each object as they count. Graphical representations - encourage own marking to represent 1, 2, 3.</p> <p>Use a range of representations to support understanding. Support children to make comparisons in different contexts as they play.</p> <p>Numerals introduced but not expected to write them at this stage.</p>

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	<p><b>Four</b> Know how to count on and back to 4. Know how to count or subitise sets of objects up to 4. Know how to match the number names we say to numerals and quantities. Know which sets have more or fewer.</p>	<p>Cardinality - know that the final number they say names the quantity of the set. Correspondence - counting different arrangements by touching each object as they count. Graphical representations - encourage own marking to represent 1, 2, 3, 4</p>
	<p><b>Five</b> Know how to represent up to 5 objects on a five frame. Know that if a five frame is full then there are 5.</p>	<p>Link to birthdays as children will soon be 5. Link to number songs and rhymes. Encourage putting objects into a line when counting so there is a clear start and end point.</p>
	<p><b>One more one less</b> Begin to the know the link to between counting forwards and the one more pattern and counting backwards and the one less pattern.</p>	<p>Use books and rhymes to support one more one less e.g., gingerbread man, enormous turnip, hungry caterpillar, 5 little ducks, 5 speckled frogs.</p>
	<p><b>Shapes with 4 sides</b> Know that squares and rectangles have 4 straight sides and 4 corners. Know how to recognise these shapes on everyday items.</p>	<p>Show a variety of different sized squares and rectangles in a variety of different sizes and orientations.</p>
	<p><b>Time - Night and Day</b> Know how to order key events in daily routines. Know language to describe when key events happen e.g., day, night, morning, afternoon, tomorrow, before, after. Begin to know how to measure time in simple ways e.g., counting the number of sleeps to an important event, using timers to measure duration of events.</p>	

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Understanding the World

*History Links -*

**Causation:**

Begin to know that they can compare characters from stories to themselves and their own experiences.

**Impact:**

Know how to use the language of time when talking about past/present.

**Chronology:**

Begin to know how to 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.

*Geography Links -*

**Enquiry:**

Know about some key historical events - know why and how we celebrate today? Remembrance Day, Christmas Day, Diwali.

Human Geography:

**Respect:**

Know that that people have different beliefs and celebrate special times in different ways.

Begin to know some similarities and differences between life in this country and life in other countries.

**Communication:**

Know that the environment where they live can change through the seasons. Describe what they see, hear, and feel outside.

Explore the natural world around them by taking part in weekly forest school inspired 'Nature School' sessions.

Location and Place Knowledge:

**Mapping:**

Know how to use technology in exploring mapping - a Bee Bot and begin to show spatial awareness. Use positional language i.e., under, besides, on top of etc.

Specific Scientific Knowledge -

**Materials -**

Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and paper.

Know some simple properties of materials.

Know how we can sort objects into groups based on their material.

Know what materials can be recycled.

Specific Scientific Vocabulary -

Material, wood, plastic, glass, metal, paper, recyclable, hard, soft, rough, smooth, shiny

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	<p>RE - What is a celebration? Why does Christmas matter to Christians?</p> <p>Understand what a celebration is, understand why Christmas is important for Christians, understand why we celebrate Christmas, know the reason by performing a nativity, understand what happens in a church as Christmas and understand what Christmas traditions are like around the world.</p>
Expressive Arts and Design	<p><b>Mark Making/Drawing:</b> Skill: observational drawing Know how to create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p><b>Colour:</b> Recognise and name colours.</p> <p><b>Painting:</b> Explore that there are different paint types - watercolour, powder paint, acrylic, ready mix paint.</p> <p><b>Printing:</b> Know how to print with sponges and rollers, shapes. Inspiration Mondrian (primary colours) &amp; Kandinsky (shapes)</p> <p><b>Materials:</b> Know how to use different materials for Junk modelling. Junk modelling will continue to be offered in continuous provision.</p> <p><b>3D Work:</b> Know how to use simple joins when using different materials to create 3D work, e.g., Sellotape, masking tape, stick glue.</p> <p><b>Cutting Skills:</b> Know how to use scissors to cut in a straight line.</p> <p><b>Artist Study</b> Mondrian, Kandinsky</p> <p><b>Songs and Rhyme Knowledge</b> World Nursery Rhyme Week: 11<sup>th</sup>-15<sup>h</sup> November</p>