



Reception - Autumn 2 MTP (Subject Specific)

Subject	Science	Computing	His	Geography	Art	DT	Music	PE	RE	PSHCE
Subject content and skills to cover	<p><u>Investigation:</u> <u>Freezing and Melting</u> Investigate what happens to water if we put it in the freezer Investigate what happens to ice if we leave it outside of the freezer Explore what happens if we add salt to ice Look for signs of freezing, melting or condensation around school Learn what condensation is</p> <p><u>Properties of materials</u> Describe properties of objects (heavy/light, cold/warm, shiny/dull, flexible/non-flexible, transparent/opaque, smooth/rough) Learn different types of materials (metal, wood, plastic, paper, rubber) Classify materials by properties</p>	<p><u>Painting— 2PaintProjects</u> Leave the 2Paint projects or 2Paint on the whiteboard/screen as part of continuous provision. Give the children opportunities to explore the other Painting tools in 2Paint (alongside the pens). Try using the outline shape tools and changing the thickness of the shape. Fill the shapes with different colours. What kind of marks can these tools make? What do the marks look like? Experiment with making the marks fatter and thinner. Use some of the 2Paint Projects which use the textured pens and explore the different pens and the textured effects you can create on the image. Print out the final images.</p> <p>Look at the work of Mondrian and use the online painting tool to create a picture in Mondrian style.</p> <p><u>Bee bots</u> Experiment with simple programming. Explore/tinker with hardware. Introduction to sequencing. Think about mathematical concepts such as direction, location and distance.</p>	-	<p><u>Local Area</u> Describe their local area Draw a simple map of their journey to school Know our school name and location (Tudhoe Front Street, Spennymoor) Look at aerial maps of school and see what children notice Recognise some places of significance in their community Visit places of significance (Town Hall, Library, Post Office). Add any monuments or places learnt about</p>	<p><u>Art exploration—different mediums</u> Know the names of different mark making mediums e.g. charcoal, oil pastel, chalk, watercolour, crayon. Explore pressure with lots of different art mediums <u>Exposure to artists—Mondrian</u> Look at work by Mondrian Discuss how Mondrian's pieces make us feel Complete a piece of art inspired by an artist</p> <p><u>Learning to draw</u> Develop pre-schematic representational drawings</p> <p><u>Creating</u> Explore different kinds of paint (watercolour, acrylic, poster) Use small tools accurately to paint Create a Christmas Card for a special person</p>	<p><u>Tinkering</u> Explore how to take things apart, put things together and figure out how things work. Attempt to build and make creations using tools. Explore and test ideas. Begin to solve problems Develop more control when using simple tools and joining equipment</p>	<p>Music is interwoven throughout input, provision and classroom practice. The units below will be covered by all children, but will likely change order and overlap throughout the year. Children will learn to perform confidently, listen carefully and enjoy responding to music in a range of contexts.</p> <p>Listening and Attention Nursery Rhymes (please see core text list for more detail on rhymes and songs covered) Mini Mash music Singing Moving to music and remembering sequences Identifying musical instruments and experimenting with the sounds they make Discussing how music makes us feel?</p>	<p><u>Ball Control</u> To catch a large ball or balloon sent by themselves To catch a large ball or balloon sent by a peer To throw a ball towards a target To kick a ball towards a target To roll a ball toward a target To control balls of various sizes To receive a ball sent by someone else To move safely while carrying striking implements To strike a ball towards a target To control balls of various sizes with striking implements To dribble balls of various sizes with striking implements To control a ball sent by someone else with their striking implement</p>	<p><u>Nativity</u> Understand there are different types of celebrations Understand people all around the world will be celebrating Christmas Know that Christmas is special to Christians and the main reason for this is the Nativity Story Take a trip to church or a visit from Reverend to talk about the nativity story and how Christians prepare for/celebrate Christmas (go to church, give presents, advent calendar, nativity scene) Look at other things people do at Christmas time (trees, special clothes, gathering with family, celebration food) and understand that people from different countries all have their own special traditions. CBeebies video—Let's celebrate Christmas Prepare our own Christmas Production and make reference/links to the Nativity Story Create Christmas Cards to give</p>	<p><u>People who help us</u> Discuss people in our local community who are there to help us—firefighters, dentists, doctors, shop workers etc. Talk about Spennymoor Fire Station and the work the firefighters do in our local community Talk about how to stay safe from fire and on Bonfire Night Talk about the work of dentists Learn how to take care of our teeth properly (2 minutes, morning and night, brushing techniques etc.)</p>
Intent	<p>Develop investigative skills</p>	<p>Explore Mini Mash Introduction to simple programming</p>	-	<p>Describe, value and know about my local area. Develop a sense of membership to a community.</p>	<p>Develop explorative skills, drawing skills and have an awareness of some key artists</p>	<p>Develop control when using tools and joining equipment Explore and test ideas when tinkering</p>	<p>Enjoy, create and move to music. Perform well known songs and rhymes.</p>	<p>Develop control over a ball using hands, feet or striking implements.</p>	<p>Know that Christians celebrate the birth of Jesus at Christmas. Recognise people of different beliefs/faiths can celebrate in different ways.</p>	<p>Recognise there are lots of people in the community who help us keep safe and healthy Know ways to keep myself safe and healthy</p>



Reception - Autumn 2 MTP (Prime Areas)

Subject	Communication and Language	PSE Development	Physical Development Gross motor	Physical Development Fine motor
Subject content and skills to cover	<p>Communication and Language work is woven throughout the curriculum and daily practice. Contact and skills coverage is child dependent and therefore varies dependent on the child's current level of development.</p> <p>ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interaction. <input type="checkbox"/> Make comments about what they have heard and ask questions to clarify their understanding. <input type="checkbox"/> Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>ELG: Speaking</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary <input type="checkbox"/> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. <input type="checkbox"/> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<p>Taken from Development Matters (3-4):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Resolve conflicts with others. <input type="checkbox"/> Build confidence in new social situations and become more outgoing with unfamiliar people. <p>Taken from Development Matters (4-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Show persistence with a task that is tricky. <p>Taken from Statutory Framework/ELG's:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop independence in managing personal needs and self-help skills e.g. zipping coat, getting dressed, going to the toilet, blowing nose. <input type="checkbox"/> Work and play cooperatively with others. <p>TC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Talk about how to stay safe—road safety, fire safety, water safety. <input type="checkbox"/> Talk about how the rules and behaviour help to keep them happy and safe. <input type="checkbox"/> To build confidence in own abilities and be proud of their accomplishments. <input type="checkbox"/> Begin waiting for what they want. <input type="checkbox"/> Build an understanding of democracy and majority votes through 'Book Voting Station' in class. 	<p>Taken from Development Matters (3-4):</p> <p>-</p> <p>Taken from Development Matters (4-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use core muscles to achieve good posture when sitting at a table or on the floor. <input type="checkbox"/> Confidently and safely use a range of small and large apparatus indoors and outdoors. <input type="checkbox"/> Know and talk about different factors that support wellbeing e.g. brushing teeth, being a safe pedestrian. <p>Taken from Statutory Framework/ELG's:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Negotiate space effectively, avoiding obstacles. <p>TC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> PE—Move with Max (Woodland Walk) <input type="checkbox"/> Begin to balance safely <input type="checkbox"/> Experiment with ways of travelling. <input type="checkbox"/> Be able to use Trim Trail equipment safely. <input type="checkbox"/> Experiment with a wide range of equipment and use it with more control. 	<p>Taken from Development Matters (3-4):</p> <p>-</p> <p>Taken from Development Matters (4-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learn how to form all letters in the alphabet and develop foundations of a handwriting style which is fast, accurate and efficient. <input type="checkbox"/> Use core muscles to achieve good posture when sitting at a table or on the floor. <p>Taken from Statutory Framework/ELG's:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hold a pencil effectively in preparation for writing—using the tripod grip in almost all cases. <input type="checkbox"/> Use small tools such as scissors. <p>TC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learn how to sit in a good writing position (feet flat on floor, bottom at back of the chair). <input type="checkbox"/> Confidently write name. <input type="checkbox"/> Make snips in a piece of paper. <input type="checkbox"/> Build confidence in using tweezers.
Intent	<p>Children feel confident and have quality back and forth interactions with adults and peers. Children are given extensive opportunities to use and embed new vocabulary and language structures.</p>	<p>Settle into new school rules and routines, become more independent and resilient in the face of a challenge.</p> <p>Work and play cooperatively with others.</p>	<p>Know and learn how to keep themselves healthy and safe.</p> <p>Explore a range of equipment safely and build increasing control in movements.</p>	<p>Develop posture, pencil grip and writing position to enable children to learn how to form letters of the alphabet.</p>



Reception - Autumn 2 MTP (Specific Areas)

Subject	Literacy Word Reading and Comprehension	Literacy Writing	Numeracy
Subject content and skills to cover	<p><u>Taken from Development Matters (3-4):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Engage in extended conversations about stories, learning new vocabulary. <p><u>Taken from Development Matters (4-5):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Read some letter groups that each represent one sound and say the sounds for them. <p><u>Taken from Statutory Framework/ELG's:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Retell stories and narratives using their own words and recently introduced vocabulary. <input type="checkbox"/> Anticipate what might happen next in stories they have read. <p><u>Taken from Read, Write, Inc. Progress Expectations:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Read all Set 1 sounds <input type="checkbox"/> Blend sounds into words orally. 	<p><u>Writing lessons are heavily fine motor based during the first term to ensure children are adequately prepared for writing.</u></p> <p><u>Taken from Development Matters (3-4):</u></p> <p>-</p> <p><u>Taken from Development Matters (4-5):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Form all lower-case letters correctly. <p><u>Taken from Statutory Framework/ELG's:</u></p> <p>-</p> <p><u>TC:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Write letters to my pen pal by talking about my ideas and then signing my name at the bottom 	<p>In school, we follow the Maths: No Problem programme. The following objectives have been planned for to ensure a deep coverage of number and numerical patterns as well as exposing the children to shape, space and measure.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Time—Day and night, sequencing events in the day, days of the week and birthdays. <input type="checkbox"/> Composition of numbers to 5—Exploring the different representations of numbers to 5, making and identifying 5, breaking apart 5 and making number stories with 5. <input type="checkbox"/> 2D Shapes—Identifying and comparing 2D shapes and making figures using 2D shapes. <input type="checkbox"/> Positional Language—Navigating obstacle courses, locating items in the classroom, finding 2D shapes within 3D shapes.
Intent	<p>Develop secure grapheme phoneme correspondence and begin blending words orally.</p> <p>Children develop a love of reading and storytelling and are able to talk about familiar books using newly introduced vocabulary.</p>	<p>Learn to write the letters of the alphabet and use grapheme phoneme correspondence to write the sounds they are able to hear.</p>	<p>Children will develop mathematical language and vocabulary to be able to investigate, explain and reason with mathematical concepts.</p>

Reception - Autumn 2 MTP (Specific Areas)

Subject	Understanding the World	Expressive Art and Design
Subject content and skills to cover	<p><u>Taken from Development Matters (3-4):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Show interest in different occupations <input type="checkbox"/> Explore and talk about different forces they can feel <input type="checkbox"/> Talk about the differences between materials and changes they notice <p><u>Taken from Development Matters (4-5):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Comment on images of familiar situations in the past. <input type="checkbox"/> Talk about members of community <input type="checkbox"/> Understand that some places are special to members of their community <input type="checkbox"/> Recognise that people have different beliefs and celebrate special times in different ways <input type="checkbox"/> Draw information from a simple map <p><u>Taken from Statutory Framework/ELG's:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Talk about the lives of people around them and their roles in society. <input type="checkbox"/> Describe their immediate environment using knowledge from observation <input type="checkbox"/> Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class. <input type="checkbox"/> Make observations and draw pictures of animals and plants 	<p><u>Taken from Development Matters (3-4):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Remember and sing entire songs <input type="checkbox"/> Explore pitch matching <input type="checkbox"/> Sing the melodic shape of familiar songs <p><u>Taken from Development Matters (4-5):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Explore, use and refine a variety of artistic effects to express their ideas and feelings <input type="checkbox"/> Sing in a group or on their own, increasingly matching the pitch and following the melody <input type="checkbox"/> Develop story lines in pretend play <input type="checkbox"/> Explore and engage in music making and dance, performing solo or in groups <p><u>Taken from Statutory Framework/ELG's:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Recount narratives and stories with their peers and teachers <input type="checkbox"/> Perform songs, rhymes, poems and stories with other and when appropriate, move in time to music
Intent	Please see subject specific intent on the following page.	Please see subject specific intent on the following page.