
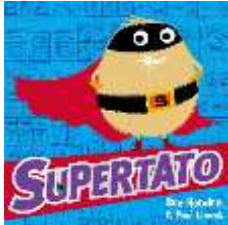



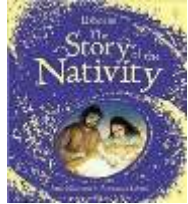


Aston Clinton School – Autumn 2 – Me and My World

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Core Text(s)	<p>The Leaf Thief</p> 	<p>Supertato</p> 	<p>Supertato</p> 	<p>Supertato ...</p> 	<p>Stickman</p> 	<p>The Christmas Story (Twinkl)</p> 	<p>Mog's Christmas Elmer's Christmas Father Christmas Christmas Needs a Wee! Elf Chase Little Robin's Christmas Crayon's Christmas Wonky Donkey</p>
Key Concepts	<p>Autumn Children begin to learn about the different seasons and the changes that occur within these.</p>	<p>Children will articulate their creative ideas through talk, planning and making.</p>	<p>Children will follow a simple map to find the vegetable. Children will make own maps.</p>	<p>Children will describe how they will save Supertato from the frozen block of ice.</p>	<p>Children will use their imagination to make a stickman and use joining techniques.</p>	<p>Children understand what Christmas means to Christians and can explain the main events in the Christmas story. Children understand what Christmas means to Christians and can explain the main events in the Christmas story. Children understand that not everyone celebrates Christmas.</p>	

Aston Clinton Medium Term Plan – Autumn 2

<p>Key Vocabulary</p>	<p>Autumn Season</p>	<p>Plan Model Create</p>	<p>Map Left right</p>	<p>Freeze defrost</p>	<p>Join Secure Attach</p>	<p>Jesus Angel Manger Stable</p>	<p>Celebration Gift</p>
<p>Other Texts</p>						<p>The Christmasaurus</p> 	

Aston Clinton Medium Term Plan – Autumn 2

<p>PSED - Activities</p>	<p>Jigsaw Unit 2 Celebrating Differences – What I am Good at</p>	<p>Jigsaw Unit 2 Celebrating Differences – I am special, I am me</p>	<p>Jigsaw Unit 2 Celebrating Differences - Families</p>	<p>Jigsaw Unit 2 Celebrating Differences – Houses and Homes</p>	<p>Jigsaw Unit 2 Celebrating Differences – Making Friends</p>	<p>Talk about the fact that people have different beliefs and customs. Emphasise that in this country we celebrate Christmas as do Christians around the world but other religions have different celebrations. Look at similarities e.g. special food/presents etc. Jigsaw Unit 2 Celebrating Differences – Standing up for yourself</p>
<p>Development Matters/ELG</p>	<p><b>Reception</b> <i>See themselves as a valuable individual.</i> <i>Express their feelings and consider the feelings of others.</i> <i>Think about the perspectives of others.</i></p>					
<p>Communication and Language - Activities</p>	<p>Talking point: Discuss the seasons and the changes that occur in this season.  Map skills – directional vocabulary.</p>	<p>Talking point: What will your plan be? How will you trap the evil pea? What materials will you use? How will you join it?</p>	<p>Talking Point When do people use maps? Why do we use maps? What does your map show?</p>	<p>Talking Point How does water turn to ice?  What do we do to defrost something?  How does the ice feel?</p>	<p>Talking Point How are you going to join your sticks together?  What will be the best material to use for joining?</p>	<p>Talking point: Children to discuss their family traditions over the Christmas period. Have they put up their Christmas tree yet? Have you got an advent calendar?  Do you know anyone who does not celebrate Christmas? What do they celebrate?</p>
<p>Development Matters /ELG</p>	<p><b>3-4</b> <i>Use a wider range of vocabulary</i> <i>Enjoy listening to longer stories and can remember much of what happens.</i> <i>Start a conversation with an adult or a friend and continue it for many turns.</i> <b>Reception</b> <i>Articulate their ideas and thoughts in well-formed sentences.</i> <i>Connect one idea or action to another using a range of connectives.</i> <i>Describe events in some detail.</i> <i>Learn new vocabulary.</i> <i>Use new vocabulary through the day.</i> <i>Engage in story times.</i> <i>Listen to and talk about stories to build familiarity and understanding.</i></p>					

Aston Clinton Medium Term Plan – Autumn 2

Physical Development - Activities	Bean bag skills and balancing Beads on spots LW letter formation	Bean bag skills and balancing on benches Beads on spots Hammering on pumpkins LW letter formation	Bean bag skills. Balancing LW letter formation	<i>Get Set for PE: Introduction to PE 1</i> To move safely. Lesson 1	<i>Get Set for PE: Introduction to PE 1</i> To move safely. Lesson 2	Get Set for PE Introduction to PE 1 To move safely. Lesson 3.	Get Set for Pe Introduction to PE 1 To move safely Lesson 4.	
Development Matters/ELG	<p><b>3-4</b> Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Use one-handed tools and equipment, for example, making snips in paper with scissors. <b>Reception</b> 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 spoons Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping – climbing</p>							
Literacy - Activities	Focus groups: Autumn Walk Provision: CVC words Initial sound cards	Focus groups: Design a trap (labels) Provision: CVC words Initial sound cards Superhero splats	Focus groups: Follow a map Provision: CVC words Initial sound cards maps	Focus groups: Discuss how to defrost a Supertato in sentences. Provision: Envelopes Map making Letter templates	Focus groups: To discuss how they are going to make their stickmen and what materials they will use. Provision:	Focus groups: Sequence the Christmas story. Provision:	Focus groups: Christmas cards Provision: Christmas crafts.	
Development Matters/ELG	<p><b>3-4</b> Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. Write some or all of their name. Write some letters accurately. <b>Reception</b> Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.</p>							

Aston Clinton Medium Term Plan – Autumn 2

<p>Maths - Activities</p>	<p>Numicon Matching Numerals to Numicon Shapes. Counting to 20 song Focus Activity: Matching numerals to numicon shapes</p>	<p>Numicon Making repeating patterns Counting to 10 song Focus Activity: Making a 2 or 3 colour repeating pattern</p>	<p>Numicon Using pegs to make Numicon numbers Learning 2D shapes Focus Activity: Using pegs to make Numicon numbers Naming 2D shapes</p>	<p>Numicon Counting holes and building towers  Focus activity Building towers Checking careful counting.</p>	<p>Numicon Read the number and find the shape  Focus activity Pick a numeral and make the matching shape with pegs.</p>	<p>Numicon Estimation  Focus Activity Making an estimate, counting and checking.</p>	<p>Numicon Building Numicon shape patterns. Focus Activity Making an estimate, counting and checking and making the numicon shape</p>
<p>Development Matters/ELG</p>	<p><b>3-4</b> Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern Understand position through words alone – for example, “The bag is under the table,” – with no pointing. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’ Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). Show ‘finger numbers’ up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p><b>Reception</b> <i>Count objects, actions and sounds.</i> <i>Subitise.</i> <i>Link the number symbol (numeral) with its cardinal number value.</i> <i>Explore the composition of numbers to 10.</i> <i>Understand the ‘one more than/one less than’ relationship between consecutive numbers.</i></p>						

Aston Clinton Medium Term Plan – Autumn 2

<p>Understanding the World - Activities</p>	<p>Autumn Walk looking for signs of Autumn in the school grounds. How do we know it is Autumn? What changes occur?</p> <p>Mapping Activities – following a map using directional language. Making own maps of journeys they have been on.</p>		<p>Mapping activities and directions. Following and making maps.</p>	<p>Investigation of ice – how will we save Supertato from the ice – making predictions.</p>	<p>Talk about trees and the different parts of the tree.</p> <p>Focus of AED.</p>	<p>Children understand what Christmas means to Christians and can explain the main events in the Christmas story.</p> <p>Children understand what Christmas means to Christians and can explain the main events in the Christmas story.</p> <p>Children understand that not everyone celebrates Christmas.</p>
<p>Development Matters/ELG</p>	<p><b>3-4</b>  <i>Begin to understand the need to respect and care for the natural environment and all living things.</i>  <i>Talk about members of their immediate family and community.</i></p> <p><b>Reception</b>  <i>Draw information from a simple map.</i>  <i>Recognise some environments that are different to the one in which they live.</i>  <i>Understand that some places are special to members of their community.</i>  <i>Recognise that people have different beliefs and celebrate special times in different ways.</i>  <i>Explore the natural world around them.</i>  <i>Describe what they see, hear and feel whilst outside.</i>  <i>Understand the effect of changing seasons on the natural world around them.</i></p>					

Aston Clinton Medium Term Plan – Autumn 2

<p>Expressive Arts and Design - Activities</p>	<p>Making transient art pictures with leaves, sticks and objects found outside.</p> <p>Autumn trees – finger painting Pumpkins - decorating <i>Charanga: My Stories</i></p>	<p><i>Design and make a trap out of junk modelling.</i></p>	<p>Make a collage superhero.</p>	<p><i>Decorate / make their own vegetable superhero.</i></p>	<p><i>Design and create their own Stickman.</i></p>	<p>Role play: Stable and nativity costumes for children to role play the nativity story. Materials in craft area for children to make their own Christmas cards/Christmas decorations. Sing Christmas songs.</p>
<p>Development Matters/ELG</p>	<p><b>3 – 4</b>  <i>Explore different materials freely, to develop their ideas about how to use them and what to make.                  Develop their own ideas and then decide which materials to use to express them.                  Join different materials and explore different textures.                  Remember and sing entire songs</i></p> <p><b>Reception</b>                  Develop storylines in their pretend play.                  Explore, use and refine a variety of artistic effects to express their ideas and feelings.                  Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p>					