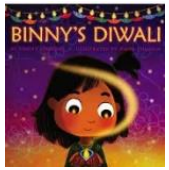
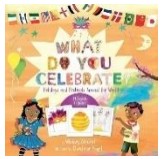
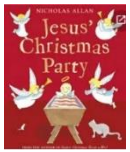
LEARN, GROW, ACHIEVE

Year Reception Cultural Capital: • Wow Diwali Day(3rd Nov) • Nativity Performance • Post a letter to Santa • Remembrance Day • Anti-bullying week • Children in Need Charity • Christmas jumper day • Christmas party - • Ist December -Advent begins Longmoor Value: Respect	Medium term planning Autumn 2 2026 Foundation Stage 2 Topic Title: Why are we all the same but different? Driver Subject: UW - People, places and communities Enhancer subject: UW - NW

Texts: • Binny's Diwali • What do people celebrate • Jesus' Christmas Party	Week 1-2 (2nd and 9th November) What is a festival of light? 	Week 3-4 (16th and 23rd November) What do people celebrate? 	Week 5-6 (30th and 7th December) Why is Christmas Special? 	Week 7 14th December Who are we waiting for and why? 
Characteristics of Effective Teaching and Learning	Playing and Exploring • Finding out and exploring • Using what they know in their play • Being willing to have a go	Active Learning • Being involved and concentrating • Keep on trying • Enjoying achieving what they set out to do	Creating and Thinking critically • Having own ideas • Using what they already know to learn new things • Choosing ways to do things and finding new ways	

PSED You may want a fortnightly focus for your PRIME areas	<u>Building Relationships</u> Initiates conversations with familiar peers and adults	<u>Managing Self</u> Confident to speak about own needs and wants	<u>Self-Regulation</u> With guidance, can say simple expressions of feelings
PHYSICAL DEVELOPMENT GROSS MOTOR	Experiments and combine different ways of moving.	Begins to negotiate space, when racing and playing with other children, adjusting speed and changing direction to avoid obstacles	Explore and practice skills to travels, under, over and through balancing and climbing equipment.
FINE MOTOR	Holds pencil near point between first two fingers and thumb and uses it with good control	Handles tools, objects, construction and malleable materials with increasing confidence	Explore simple tools to effect changes to materials (xmas cards)

COMMUNICATION AND LANGUAGE	Listen and do for a short span (two channelled attention) (LAU)	Uses language to imagine and recreate roles and experiences in play (S)	Extends vocabulary eg exploring the meaning of new words (S)
READING	Segments sounds in simple words and blends them together (CVC)**(WR)**	Uses vocabulary and forms of speech (phrases) that are increasingly influenced by their experiences of books, rhymes and poems **(COMP)**	Begin to read CVC caption and phrases (WR)
WRITING	Segments sounds and begins to blend in CVC words	Writes simple labels (using CVC)	Writes simple labels and captions (using CVC)

MATHS 1 week number and 1 week numerical pattern Mastering Number (Wk 7-12)	Compares quantities to 5 and beyond Knowing what is more	Accurately counts objects/actions in different context to 5 (one to one correspondence)	Identify composition of numbers 0-5	Identify composition of numbers 0-5	Accurately counts objects/actions in different context to 5 (one to one correspondence)	Begin to subitise up to 3	SSM week - see below
UNDERSTANDING OF THE WORLD <u>Past and present</u>	Begins to talk about lives of people around them				Begin to draw on own experiences to talk about past and present		
UNDERSTANDING OF THE WORLD DRIVER: People, culture and communities	Explores/comments on religious and cultural communities		Talks about the lives of people and places that are familiar to them		Explores/comment on own immediate environment using knowledge, from observation, discussion		

UNDERSTANDING OF THE WORLD Enhancer: (Natural world)	Looks closely at patterns and change	Talks about some things that they have observed using their senses such as animals, plants and natural found objects	Begins to make observations of the natural world, plants and animals
EXPRESSIVE ART AND DESIGN CREATING WITH MATERIALS	Begins to use props and materials to role-play their own experiences	Explores a range of simple tools	Shows an interest in music
EXPRESSIVE ART AND DESIGN BEING IMAGINATIVE AND EXPRESSIVE	Introduces a narrative into their play based on own experiences	Begins to build a repertoire of songs	Begins to perform songs and rhymes with others, and expresses themselves using music

NON-STATUTORY TECHNOLOGY Non-statutory should be in your weekly provision	Can use some digital technologies with support(information technology)	Begins to talk about the use of some technology in the world around them (Digital Literacy)	Can you show understanding of positional language? (Computer Science)
NON-STATUTORY SSM	Recognise 2D shapes and other shapes within it	Identifies and extends patterns	Responds to positional language

- Just grey out about the educational programme you will not be teaching in a given week For example you may not teach both EAD strands in a week