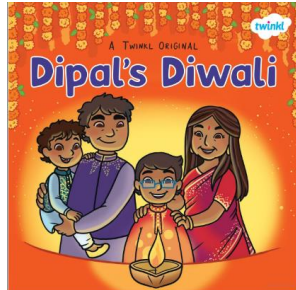
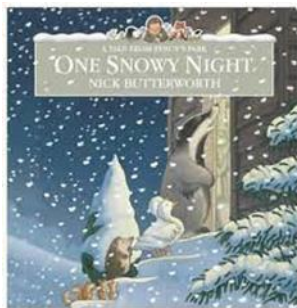
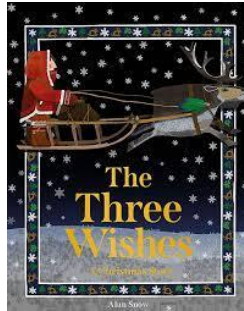


Reception class Autumn term 2 overview

Land of fire and ice!

Book Two week block	Dipal's Diwali 		One Snowy Night 		The Three Wishes 	
Literacy	Caption writing Pencil control fireworks	Story sequencing Happy Diwali posters	Story mapping and sequencing	What other animal would you like to know on the door?	Predictions Retelling Acting out the story	What three wishes would you make?
Maths	Unit 4 Counting 8		Unit 5 Counting 9		Unit 6 Counting 10	
KUW	Outdoor adventure					
	Objective		Sticky Knowledge		Key Vocabulary	
	To use the senses to explore natural materials.		We can explore nature outside		Natural: of or produced by nature; not made by humans. Senses: The seasons are four different times during the year with different types of weather.	
	To make observations of natural materials in the world around them.		Observational drawing is drawing what can see.		Look: see, gaze, or spy Notice: attention; observation See: look at Observe: to watch and sometimes also listen to (someone or something) carefully	
	To describe the effects of different weather conditions. (All year)		Different weathers have different conditions. (E.G rain is wet, sunny is warm/hot etc)		Weather: the state of the atmosphere at any given time	
	To use the senses to observe and talk about experiences whilst outside. (All year)		We can use our senses to describe what we see, hear, touch, smell.		See lesson one words and consolidate	

	To begin to notice some of the features of the changing seasons. (All year)	Seasons change and have different features. (Spring new life and growth, summer warm and sunny, winter cold and some plants hibernate, autumn some trees leaves change colour and fall off.)	Autumn: the season when warm summer temperatures gradually decrease to the cold of winter Spring: the season when cold winter temperatures gradually rise to the warmth of summer Summer: the warmest season of the year Winter: one of the four seasons in the Northern Hemisphere, where it takes place from the beginning of December to the beginning of March																					
	To begin to recognise seasonal weather conditions. (All year)	Different seasons have different weather conditions. (winter- cold/icy, Spring- wet, Summer- warm and sunny, Autumn- windy and wet)	Words related to the senses and the seasons (e.g. cold, frosty, hot, sunny, wet, etc.)																					
	Assessment Tasks	Assessing Sticky Knowledge: Children to create art work relating to the seasons and can talk about what they have done.	Assessing Key Vocabulary Children to be observed using the vocabulary during sessions, explaining what they can see etc.																					
Creative (Art and music)	Craft and Design: Lets get crafty. <table><tr><th>Objective</th><th>Sticky Knowledge</th><th>Key Vocabulary and Definitions</th></tr><tr><td>To develop scissor skills</td><td>To hold a pair of scissors correctly: Thumb up. Fingers down! Elbow by your side. Open and shut the blades like a crocodile's mouth. Slide forwards and cut, slide forwards and cut!</td><td>Cut - the act of slicing with a knife or another sharp edge, or the tear, hole, or wound it causes</td></tr><tr><td>To develop threading skills</td><td>A variety of materials can be used for threading</td><td>Threading - to pass something, such as string into or through something</td></tr><tr><td>To learn about the different ways in which we can join materials together and to practise these techniques.</td><td>You can join materials together using a variety of ways ie, glue, cellotape etc</td><td>Join - to put or bring together; connect; fasten</td></tr><tr><td>To learn how to fold, curl and cut paper to achieve a desired effect.</td><td>Paper can be used to create models e.g. folding the body of a snake</td><td>Fold - to bend something, especially paper or cloth, so that one part of it lies on the other part</td></tr><tr><td>To create a design for a tissue paper flower.</td><td>You need to make a plan when designing e.g. how will you do it? What will you use?</td><td>Plan - to think about and decide what you are going to do or how you are going to do something</td></tr><tr><td>Assessment Tasks</td><td>Assessing Sticky Knowledge: Can demonstrate how to cut, thread, fold and plan when making a project.</td><td>Assessing Key Vocabulary: Children observed using the vocabulary during task and questioned about what it means by T/TA</td></tr></table>			Objective	Sticky Knowledge	Key Vocabulary and Definitions	To develop scissor skills	To hold a pair of scissors correctly: Thumb up. Fingers down! Elbow by your side. Open and shut the blades like a crocodile's mouth. Slide forwards and cut, slide forwards and cut!	Cut - the act of slicing with a knife or another sharp edge, or the tear, hole, or wound it causes	To develop threading skills	A variety of materials can be used for threading	Threading - to pass something, such as string into or through something	To learn about the different ways in which we can join materials together and to practise these techniques.	You can join materials together using a variety of ways ie, glue, cellotape etc	Join - to put or bring together; connect; fasten	To learn how to fold, curl and cut paper to achieve a desired effect.	Paper can be used to create models e.g. folding the body of a snake	Fold - to bend something, especially paper or cloth, so that one part of it lies on the other part	To create a design for a tissue paper flower.	You need to make a plan when designing e.g. how will you do it? What will you use?	Plan - to think about and decide what you are going to do or how you are going to do something	Assessment Tasks	Assessing Sticky Knowledge: Can demonstrate how to cut, thread, fold and plan when making a project.	Assessing Key Vocabulary: Children observed using the vocabulary during task and questioned about what it means by T/TA
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Physical	Multi skills																							

Cooking and Nutrition: Soup

Objective	Sticky Knowledge	Key Vocabulary and Definitions
To explore fruits and vegetables and the differences between them.	Different fruits taste, smell, look different e.g banana is yellow and smooth.	Fruit: A fruit is the part of a flowering plant that contains the seeds.
To explore a pumpkin and describe it using the five senses.	A pumpkin is a vegetable you can turn into soup	Soup: a liquid food with a meat, fish, or vegetable stock as a base and often containing pieces of solid food
To design a fruit and vegetable soup recipe.	Ingredients are mixed together to make soup.	Mix: to combine with another Names of fruits and vegetable (broccoli, carrot, potatoes etc)
To learn how to use a knife safely.	I can use a knife to cut vegetables/fruits	Chop: to cut into or sever usually by repeated blows of a sharp instrument
To safely use tools to prepare ingredients.	I need to use certain tools in cooking in order to keep safe	Safety: the condition of being safe from undergoing or causing hurt, injury, or loss
To design food packaging.	Food is placed in eye catching packaging.	Packaging: the enclosing of something in a container or covering
<u>Assessment Tasks</u>	Assessing Sticky Knowledge Children can design and make their own soup	Assessing Key Vocabulary and Definition: Children can describe how to make soup

Junk Modelling

Objective	Sticky Knowledge	Key Vocabulary and Definitions
To explore and investigate the tools and materials in the junk modelling area.	There are different types of junk that's can be used to build something.	Join: to connect, attach, or become a member of C
To investigate cutting different materials.	You use scissors to cut things	Scissors: a cutting instrument having two blades whose cutting edges slide past each other.
To learn how to plan and select the correct resources needed to make a model.	I need to pick the correct junk to build something.	Bend: to curve out of a straight line or position. Slot: a narrow opening,
To verbally plan and create a junk model.	You can make models out of junk	Open: to move (something, such as a door) from a closed position
To share a finished model and talk about the processes in its creation.	I know what I need to use to build a model.	Rough: having a broken, uneven, or bumpy surface. Smooth: not rough; even.
To explore different ways to temporarily join materials together.	I can use different methods to join materials.	Materials: The substance used to make something is called a material.
<u>Assessment Tasks</u>	Assessing Sticky Knowledge Children to use knowledge of materials to make junk models.	Assessing Key Vocabulary and Definition Children to talk about how they have made and joined their materials together to make their model.

RE Prophecy and promise	<i>Objective 1</i> <i>I know that Mary was chosen</i> <i>by God to be Jesus's mother</i>	<i>Objective 2</i> <i>I know that Mary and Joseph</i> <i>travelled to Bethlehem</i>	<i>Objective 3</i> <i>I know Jesus was born in a</i> <i>stable and laid in a manger</i>	<i>Objective 4</i> <i>I know shepherds visited</i> <i>Jesus in the stable</i>	<i>Objective 5</i> <i>I know advent is a time to</i> <i>get ready for Christmas</i>	<i>Objective 6</i> <i>I know that Jesus came</i> <i>for the whole world</i>
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