

Medium Term Planning		Learning Journey Map		Term: Autumn 2	Weeks: 8
Mapping curriculum content-knowledge and skills; creating cross curricular links; generating learning opportunities; composing the bigger picture					
Teaching and Learning Principles and Curriculum Driver					
<b>Equality of Opportunity</b> Raising pupil aspiration through inspiration, enjoyment and fulfilment; Access to academic excellence; Opportunity to enhance and develop skills/talent; Developing dedication and resilience	<b>Enquiry Based Learning</b> Creative thinkers; Real life challenge Risk taking; Resourcefulness; Enterprise; collaboration; Independent; Fostering and applying thinking skills	<b>Inspire awe and wonder</b> Use stimuli to motivate and inspire- visits, visitors, artefacts, books, videos, plays, role play etc.	<b>Force for Positive Change</b> Who or what has been a force for positive change? How can we be a force for positive change?		
-Looking at different celebrations – Do we celebrate the same things? -Equal rights - learning to be kind to others, following rules, managing behaviour for learning	-Ice play experiment - how could we make the ice melt? How is ice formed? -Habitats of polar animals - Blubber experiment -Making an Ice Lolly activity	-Blue penguin delivery to school - link to literacy -Melting ice with different materials -Railway experience - Polar Express role play in school -Making windmills/wind socks	-Sustainability - Helping others this winter -Woodpecker Hall Food Bank - how can we help? -Leaf collecting – autumn/winter clean up in the outdoor areas.		

**YEAR: RECEPTION**

**Title: Winter**

**Big Bang** - ‘Welcome to Winter (Cold Experience)’ @ Woodpecker Hall Reception

**School Trips/Special Events**  
 Anti-Bullying Week - 13th-17<sup>th</sup> November  
 Children in need - 17<sup>th</sup>  
 Steam Train Experience - in school - December  
 TBC Xmas jumper day/Xmas dinner  
 TBC Winter Songs Performance

**Celebration**  
 Winter Song performance – TBC  
 Steam train ride - TBC

**Personal, Social, Emotional Development**  
 - Zones of Regulations: I know what to do if I am happy/sad  
 -Keeping our classroom clean & tidy - introduce tidy up monitor jobs - which is your area of responsibility? - Exploring a new friendship  
 -Showing resilience - can you complete the daily challenge e.g. zip on coats.

**Curriculum opportunities: Geography, Science, Art**

**Understanding of the World**  
 -To know that some places in the world that are cold all of the time.  
 -Exploring Globes & maps.  
 - Arctic/Antarctic - places, weather, animals  
 -Sustainability - Good health-staying well during the winter months: dressing appropriately, washing hands etc.  
 - Winter - Human & Physical Processes/Features  
 Exploring ice & how it is made - how does it melt?

**Forest Garden**  
 - Exploring the weather/season - Leaf collecting, leaf collages, leaf rubbings etc.  
 - Winter clothes sorting game - which clothes are good for winter and why?  
 - What materials could you use to make a den? How would we keep warm?

**PE/Physical Development**  
Gross Motor Skills  
 Ball skills - Rolling, Bouncing, Throwing & Catching  
Fine Motor Skills  
 Threading & tying, building & stacking, pinching & squeezing - tweezer play, dough disco

**Communication and Language**  
 -Describing events in some detail - what did you do in the school holidays?  
 -Continuing back & forth conversation with peers/adults about things they are doing, expanding on ideas etc.  
 -Circle time discussions about our feelings & emotions  
 -Winter discussions - what do you see in winter? What happens to...? Do you celebrate anything in winter? Heating at home, cold outside - weather changes etc. Which clothes should we wear?  
 Circle time discussions - winter, weather, seasons, healthy me, keeping warm in winter

**Expressive Arts & Design**  
 -Exploring paints and mark making tools -  
 -Arctic Animal Art - draw & paint  
 -Movement Art e.g. windmills, hanging icicles  
 -Cutting skills – zig zags, straight lines, circles

**PSHE**  
 -Accept everyone is different  
 -Include others when working & playing  
 -To know how to help someone who is being bullied and how to give & receive compliments

**English**  
Fiction Texts:  
 Blue Penguin by Petr Horaec  
 Winter Poem by Nicolette Linnet  
 Polar Express by Chris Van Allsburg  
  
Non-Fiction Texts:  
 Winter (All about winter)  
 Local Area Maps - Atlas books  
 Maps Usborne Books  
 -High frequency words (I, my, mum, dad, we, go, house, with, people, like, me, you)  
  
Writing:  
 -Letter formation, Name writing, initial sounds.  
 -Illustrating/mark making, labelling, CVC words.

**Maths**  
 -Recap of numbers to 5 - subitising, counting, matching and recognising numerals.  
 -Counting - In 1's to 10 and beyond  
 -Numicon & Subitising – comparing amounts  
 -Finding 1 more than a given number/quantity

**Music**  
 To refine a repertoire of songs with actions  
 To perform as an ensemble  
 To play a simple accompaniment (untuned percussion)