

Autumn 2 Medium Term Plan  
FS2 – Hip Hip Hooray

Prime Area Personal, social and emotional	Prime Area Communication and Language	Prime Area Physical Development
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To be able to initiate conversations, attend to and take account of what others say.</li> <li>• To be able to initiate play, offering cues to peers to join them.</li> <li>• To be able to play in a group, extending and elaborating play ideas.</li> <li>• To be able to share and take turns.</li> <li>• To think about how the children are special – similarities and differences.</li> <li>• To learn how to choose activities independently.</li> <li>• To be more outgoing towards unfamiliar people and more confident in new social situations.</li> <li>• To be confident to talk to other children when playing, and communicate freely about own home and community.</li> <li>• To be confident to speak to others about own needs, wants, interests and opinions.</li> <li>• To know that it is ok to have feelings and know how to show them.</li> <li>• To begin to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>• To understand that others may have different beliefs and be sensitive to these.</li> </ul>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To be able to listen to stories with increasing attention and recall.</li> <li>• To be able to follow directions (if not intently focused on own choice of activity).</li> <li>• To be able to maintain attention, concentrate and sit quietly during appropriate activity.</li> <li>• To be able to respond to simple instructions, e.g. to get or put away an object.</li> <li>• To understand use of objects (e.g. "What do we use to cut things?")</li> <li>• To be able to listen and respond to ideas expressed by others in conversation or discussion.</li> <li>• To use vocabulary focused on objects and people that are of particular importance to them.</li> <li>• To be able to retell a simple past event in correct order (e.g. went down slide, hurt finger).</li> <li>• To be able to use language to imagine and recreate roles and experiences in play situations.</li> <li>• To be able to introduce a storyline or narrative into their play.</li> </ul>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Children to listen and respond to the talk partner / friend</li> <li>• Ongoing physical development activities to promote fine motor and gross motor skills (indoors &amp; outdoors)</li> <li>• To uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>• To be able to draw lines and circles using gross motor movements.</li> <li>• To be able to write their name.</li> <li>• To handle tools, objects, construction and malleable materials safely and with increasing control.</li> <li>• To show a preference for a dominant hand.</li> <li>• To understand that equipment and tools have to be used safely.</li> <li>• To be able to manage washing and drying their hands.</li> <li>• To show understanding of how to transport and store equipment safely.</li> <li>• To show understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li> <li>• To talk about and describe the changes that happen to our bodies when warming up and cooling down.</li> <li>• To be able to identify healthy and non-healthy foods.</li> </ul>
<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>➤ To make a list of similarities and differences in cultures, beliefs and celebrations between themselves and others and be sensitive about these.</li> <li>➤ Children to share their experience of watching fireworks displays. Discuss the different festivals and celebrations where we might see fireworks.</li> <li>➤ Children to respond to the story of Kipper's Birthday. They can share how they have celebrated their birthday and talk about parties they have been to. Did you enjoy them? Why? Children to learn about Chinese New Year and how it is celebrated. I was born in the year of the _____.</li> <li>➤ Children to share their knowledge of the Christmas story and their own beliefs / opinions. Children to create a wish list for Christmas. (Not toys) What could make yours / other people's life better? A new pet / brother / sister / world peace?! Discuss how Christmas is time to give, not just receive. How do you feel when you give someone a gift?</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>➤ Children to talk about their own cultures and beliefs and explore those of others through questions and discussion.</li> <li>➤ Children to talk about a time they watched a firework display and ask their talk partner questions about their experience. Children to attempt to use onomatopoeia to describe the sounds of the fireworks.</li> <li>➤ Children to discuss birthday parties / celebrations they have been to. How are they similar / different to your talk partners? Children to practice listening skills. How does your partner celebrate? Children to write lists for a party and share them with the class.</li> <li>➤ Children to ask their talk partner questions about what they celebrate at home. They then respond appropriately by comparing them with their own. Children to describe what they have chosen for their wish list and why.</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>➤ Children to participate in PE sessions starting this term. They are to change themselves and put on socks and shoes with increasing independence. Children to act out as though they are fireworks. How would you move if you were a rocket / Catherine wheel etc.</li> <li>➤ Children to create party decorations for the classroom and small decorations for the doll's house. They can wrap boxes for presents. In PE sessions children can act as the animals from the story of The Race (Chinese New Year) and also dance in groups pretending to be a Chinese Dragon.</li> <li>➤ Children to colour and cut out puppets to act out the Christmas story. Christmas tree decorations can be constructed using lollipop sticks which can then be painted. Christmas tree cones decorated with tissue paper squares.</li> </ul>

Specific Area Literacy	Specific Area Numeracy	Specific Area Understanding of the World	Specific Area Expressive Art and Design
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>To be able to listen to stories with increasing attention and recall.</li> <li>To be able to handle and look at books independently.</li> <li>To be able to hear and says the initial sound in words.</li> <li>To be able to suggest how the story might end. To begin to be aware of the way stories are structured.</li> <li>To be able to give meaning to marks as they draw and paint.</li> <li>To be able to write own name and other things such as labels, captions.</li> <li>To hear and recognise some sounds in words.</li> <li>To begin to orally blend and sound out words</li> <li>To be able to segment the sounds in simple words and blend them together.</li> <li>To begin to read words and simple sentences.</li> <li>To be able to use their phonic knowledge to write words in ways which match their spoken sounds.</li> <li>To attempt to write short sentences.</li> </ul>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>To be able to recite numbers in order to 10.</li> <li>To be able to show an interest in numerals in the environment.</li> <li>To be able to recognise numerals 1 to 5 and some numerals of personal significance.</li> <li>To be able to compare two groups of objects, saying when they have the same number.</li> <li>To be able to count up to six objects by saying one number name for each item.</li> <li>To begin to able to select the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>To begin to be able to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</li> <li>To be able to order two or three items by length or height.</li> <li>To show interest in shape by sustained construction activity or by talking about shapes or arrangements.</li> <li>To be able to order and sequences familiar events.</li> <li>To be able to use everyday language related to time.</li> </ul>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>To be able to show interest in the lives of people who are familiar to them.</li> <li>To be able to remember and talk about significant events in their own experience.</li> <li>To be able to recognise and describe special times or events for family or friends.</li> <li>To know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> <li>To be able to comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>To be able to look closely at similarities, differences, patterns and change.</li> <li>To be able to talk about why things happen and how things work.</li> <li>Knows how to operate simple equipment e.g. turns on CD player and uses remote control.</li> <li>To be able to show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li> <li>To be able to use ICT hardware to interact with age-appropriate computer software.</li> <li>To know about similarities and differences among families, communities and traditions.</li> </ul>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>To be able to use various construction materials and to join them together to build and balance.</li> <li>To be able to construct with a purpose in mind, using a variety of resources.</li> <li>To be able to manipulate materials to achieve a planned effect.</li> <li>To be able to sing a few familiar songs and to tap out simple repeated rhythms. Enjoys joining in with dancing and ring games.</li> <li>To explore what happens when they mix colours</li> <li>To be able to engage in imaginative role-play based on own first-hand experiences.</li> <li>To be able to use available resources to create props to support role-play.</li> <li>To be able to create movement in response to music.</li> <li>To be able to create simple representations of events, people and objects.</li> <li>To be able to play alongside other children who are engaged in the same theme.</li> <li>To be able to introduce a storyline or narrative into their play.</li> </ul>
<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>➤ Explore the Hindu festival of Diwali, begin to look at and understand that books are a source of information. Read the story 'Lighting a Lamp' to learn more about how the festival is celebrated.</li> <li>➤ Bonfire night – Onomatopoeia activities to explore sounds and words.</li> <li>➤ Read Kippers birthday, children to consider how they celebrate their birthdays and what routines their families follow.</li> <li>➤ Read the story of the animal race for Chinese New Year. Children to make information books about Chinese New Year.</li> <li>➤ Christmas story, who and how do we celebrate Christmas, how does that compare and contrast to the other celebrations we learnt about.</li> <li>➤ Wish lists – Children to write lists of things that they would like, other than toys. This could include making somebody else happy etc.</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>➤ Children to investigate patterns. Rangoli patterns, colour, shape, movement and sound. Children to create their own patterns using beads, paint, their bodies and musical instruments. Children to add amounts to 5 / 10 / 20. What is 1 more than ___ ?</li> <li>➤ Subtract amounts using finger / objects. Children to have an amount of smarties to takeaway (eat!) In response to the story of The Race, children to use ordinal language / positional language to describe their order. The ___ came first. The ___ is behind the ___.</li> <li>➤ Children to investigate the concept of halving shapes and amounts. Folding paper shapes in half. Sharing objects equally with 2 people.</li> <li>➤ 3D shape: What shape is this? What can you tell me about this shape? What are the properties of this shape? Children to guess what might be wrapped up inside the 3D shape present.</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>➤ Children to take part in a series of activities to learn about different celebrations including Diwali, Bonfire night, Christmas and Chinese New year.</li> <li>➤ Children to explain routines of their celebrations; "for my birthday I always have a cake!" etc. Children to begin to notice the change in weather / changes in the trees. Children to use I Pads to take photos of the plants / trees and discuss how they are changing.</li> <li>➤ Children to discuss who celebrates Christmas and how it is celebrated. Do you believe in the Christmas story? Why? Why not? Children to investigate frozen objects in the builder's tray. What is happening to the ice? How was the ice made / why is it melting?</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>➤ Rangoli patterns – Children to learn about rangoli patterns linked to Diwali and make their own. Children to create fireworks pictures by cutting card tubes, dipping them in paint and printing. They are to be encouraged to investigate different media and materials. What could you add to your picture?</li> <li>➤ Children to draw pictures of their celebrations and create decorations for the classroom and the doll's house. Children to create 3D Chinese Dragons. Children to select the tools and materials they will need.</li> <li>➤ Children to create Christmas decorations / cards / paintings of the Nativity. Children to act out the Christmas story. Children participate in rehearsals and perform a Christmas show, singing songs and join in with the actions.</li> </ul>

