

Gruffalo
Class
Reception
Autumn B
MTP 2024
CH/JC

Prime Areas

Specific Areas

WHOLE SCHOOL TOPIC: Reading for Pleasure



Week /
Big Book

PSED

Physical
Development

Communication
&
Language

1. Ask questions to find out more and to check they understand what has been said to them.
2. Articulate their ideas and thoughts in well-formed sentences.
3. Use new vocabulary in different contexts

Literacy

Letters &
Sounds

Mathematics

Understanding
the world
TOPIC QUESTION:
**WHAT DO YOU WANT
TO BE?**
At the start of every topic
lesson show different jobs.

Expressive
Arts &
Design

Week 1
4.11.24-
8.11.24

Bonfire
Night/carnival
celebrations
04.10.24

Diwali
1.11.24

PSED:
Play I went to the farm and I saw.... Game. Each child in group says something they might see on a farm and the next person has to add another item to the list and say what the previous people saw too!

Play 'Farmers in the den' / 'Old McDonald had a

WOW Starter:
Muddy animal pictures, texture exploration

WOW Starter:
Clay animal footprints

Role-playing farming jobs, including gardening

PE CH
Multi-skills-
Coordination and control
Controlling a ball, steering a ball, use a small

Speaking and Listening:
Literacy/ UTW: Ask questions about a gardener / farmer's job.

Ask partners questions so that they can recall an event.

Learn and use recount connectives 'first, next, after that and finally'.

Learn and use addition language

WOW Starter - Going for a walk in the local area / school grounds. Crunching through leaves and splashing through puddles. Take pictures and collect objects. Then... Imagine that! Recording ideas using our sense to describe the natural objects / things we found on our walk.

Outside in. Gather natural objects and describe in a feely bag. Children to create labels for their objects using their learnt sounds.

Little Wandle -
Phase 2
ff ll ss j

Tricky words:
put* pull* full*
as

Comparison
Represent a given number on their fingers without looking
Compare 2 sets of objects and say which is 'more than'. To be able to compare 2 sets of objects and say which is 'more than' or 'fewer than'.

Bonfire and carnival theme - past and present - history of carnival. Carnival around the world.

Topic question WOW Starter - Farm experience e.g. collecting eggs, shearing foam sheep, milking cows.

Joe delivered a book to read- whilst he was imagining what it would be like on a farm. Read farmer duck story. Discuss jobs he does, using first, next, after that language.

Joe went to visit a farm to plant some seeds.

Bonfire and carnival theme day - carnival cart construction, mask making, firework pictures.

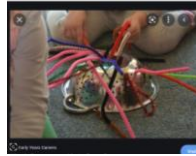
Share and recite 'Farm' themed rhymes. 'Old McDonald had a farm', 'The Farmer's in his den', 'Five little ducks'.

	<p>farm' circle game</p> <p>PSHE Jigsaw Puzzle 2: Celebrating difference</p> <p>Piece 1: What am I good at?</p> <p>Learning Intention: I can identify something I am good at and understand that everyone is good at different things.</p>	<p>range of equipment</p> <p>Letter formation: Ongoing practise of writing letter shapes for children's names. Practise curly caterpillar letters: c a o d s g q e f</p>	<p>when combining groups.</p> <p>Listen to the story of 'Farmer Duck'. Join in with small/whole class retelling of the story using signs and actions. Learn repeated refrains. (Adult modelling)</p> <p>Explore new gardening vocabulary linked to the story.</p>	<p>Support with STC as needed</p>			 <p>Discuss: What does a farmer do? Watch videos of a farmer's job.</p> <p>Draw a farmer and write all the jobs he does.</p> <p>E-Safety - I am safe and secure. WALT be careful with and look after technology devices. WALT use devices with other people, talking about what we do. Habits poster. Recapping personal information. Trusted adults. Exploration of tablets/laptops/BeeBots/ Technological toys</p> <p>RE: Diwali - link to special times (Christmas) Who celebrates Diwali? Why is Diwali a special time for Hindus? How do Hindus celebrate Diwali?</p>	<p>Draw and paint farm animals. Talk about the features of the different animals. Explore colour mixing to create colours for the farm animals. (Use natural collage materials to create different textures e.g. straw twigs).</p> <p>Muddy animals, texture exploration. Use a variety of substances to create different textures- flour, salt etc. How would you describe mud? How can we make the animals muddy?</p>
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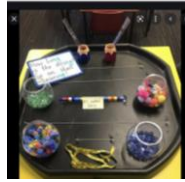
PSHE Jigsaw
Puzzle 2:
Celebrating
difference

Piece 2:
'I'm special, I'm
me'

Learning
Intention:
I understand
that being
different
makes us all
special.



How long is the
string using various
small objects.



PE CH
SENDING &
AIMING
Rolling a ball,
controlling their
bodies, copy and
observe,
estimate

Letter formation:
Ongoing practise of
writing letter
shapes for
children's names.
Practise curly
caterpillar letters:
c a o d
s g q e f

Speaking and
Listening:
Talk about features
of a farm and the
animals. Name jobs
that are done on a
farm and types of
machines. Coming up
with additional ideas
of jobs for farmer
duck

Working as a team.
Helping each other to
get jobs done. Play
team games. Work as
a team to construct a
model / to get farm
jobs done - Empathy
towards others.
Use new vocabulary in
different contexts.
Describe the role of
a farmer.

Ask questions for own
enquiry into new topic
focus on 'farms'

Describe the position
of the animals on the
farm using positional
vocabulary e.g. behind
the house, next to
the tree, in front of
the door.

Describe features of
different farms. Use
new vocabulary with
adult modelling.

Find a copy of The
Extraordinary Gardener.
Read the title and explain
'extraordinary'. Discuss the
title - who is the gardener.
Read up to 'ordinary'. Crate
our own imaginary creature,
plant or flower.

Have a letter from Joe
appear, mind map how we
can help Joe. Adult as
scribe for these ideas.

Writing a letter response
to Joe. Looking at the
layout and features of
letters. Shared writing or
guided group writing.

Little Wandle -
Phase 2
v w x y

Tricky words:
and has his her

**Counting, Ordinality
and Cardinality**
To be able to
counting in a
sequence to 5
To be able to count
one to one and
identify collections
of 5
To be able to count
one to one and count
5 and 5 to make 10
altogether

Use Snowflake to introduce
the setting of a farm -
recent trip he has been on.
Show videos of farm.
Name young and old animals.
Discuss farm animals and
their homes on the farm.

Small world farm yard to
explore alongside:

Farm mat: (bee-bot duck)
programming around the
farm.

Work in small groups to
program Beebots to travel in
different directions to
reach different
positions on a farm mat.
Using programming language.

Lifecycle of a duck:

Talking about changes

Use own create methods to
represent lifecycle of a
duck e.g collage, playdough,
cutting and stick lifecycle
and own drawings.

Forest school:

Can we make a farm collage
using natural materials?
Explain to children that they
will be working in groups to
make a collage with natural
materials. Each group will
have 4 sticks. Demonstrate
lashing sticks together to
make a corner. Groups lash
and tie frames with adult
support. Children go to wild
area/ sensory garden to
collect natural materials.

Music HJ

Role-playing
farming jobs,
including
gardening

Recite Farm
themed rhymes
- Storytelling
Time /
Lunchtime /
Transition Time



Child-initiated
play- EAD: small
world farmer
and farms.

Week 2

11.11.24-
15.11.24

Children in
need day
15.11.24
(making
headbands-
Pudsy)

Remembrance
day 11.11.24
PM activity.

			<p>Learn and use recount connectives 'first, next, after that and finally'.</p>					
<p>Week 3 18.11.24- 22.11.24</p> <p>World children's day 20.11.24</p>	<p>PSHE Jigsaw Puzzle 2: Celebrating difference</p> <p>Piece 3: 'Families'</p> <p>Learning Intention: I know we are all different but the same in some ways.</p>	 <p>PE TRACKING & RECEIVING Rolling a ball, tracking, working with a partner</p> <p>Letter formation: Ongoing practise of writing letter shapes for children's names. Practise long legged giraffe letters l i t u j y</p>	<p>Speaking and Listening: Ask partners questions when talking about an experience.</p> <p>Learn and use recount connectives 'first, next, after that and finally' across all activities. Including pond collage, farmyard machine constructions.</p> <p>Ask questions in relation to pond environments.</p> <p>Ask questions about lifecycles.</p> <p>Begin to explore new vocabulary - nouns, verbs.</p>	<p>Find a note and apple seeds - what might Joe be going to do. Revisit the text until 'quietly waited'. Predict what might happen next.</p> <p>Sort and label the tools from the story using nouns. Briefly explain nouns. Green group to write their own labels, yellow to work together on each item, red to mark make and draw tools.</p> <p>Add a verb to the nouns from yesterday to create a simple set of instructions. Red group to order STC sentence to create instructions.</p>	<p>Little Wandle - Phase 2 z zz qu words with s /s/ added at the end (hats sits) ch</p> <p>Tricky words: go no to into</p>	<p>Comparison</p> <p>Subitise amounts to 4 Use 'more than' or 'fewer than'</p> <p>Compare groups of up to 3 objects Say when they have an equal number Say when there is an equal number, too many or not enough</p>	<p>Joe visits a Pond setting on a farm. Show different pond settings on a farm. Describe features of a pond including: lily pads, frogs, grass, water, fountain. Have a pond small world to explore.</p> <p>Name and describe features of the creatures that live in a pond. -Find out about the life cycle of a frog. -Sequence pictures to show the growth.</p> <p>Make own pond small world</p> <p>Forest school: What kind of habitats are in school? Discuss farm habitat. What would we see? Who would live there? Ask children which habitats they think we have in school including forest school, sensory garden and field. Discuss what we might find and where. Explain children are going on a minibeast hunt. Show children laminated insect sheets and explain they will work in pairs to mark off only the ones they find. Discuss which insect they may not</p>	<p>Make collage of pond.</p> <p>Design and make Junk modelling and construction farm machines.</p>  <p>Talk about the history of vehicles.</p> <p>Recite Farm themed rhymes - Storytelling Time / Lunchtime / Transition Time</p> <p>UTW: Investigating farm animal footprints and animal growth.</p> <p>Walk to the local pond. Compare environments/ Habitat. Find out what the</p>

							<p>see. Why will we not see them? Discuss seasonal, hibernating and all year round minibeasts.</p> <p>RE: Special Times - Christmas. The origins of Christmas - the Incarnation (Nativity) story. What happens at Christmas? Who celebrates Christmas? Why do Christians celebrate Christmas?</p>	<p>children observed e.g. ducks, geese, swans. Name and describe creatures that live in a pond. Find out about the life cycle of duck/frog. Sequence pictures to show the growth.</p>
<p>Week 4 25.11.24- 29.11.24</p>	<p>PSHE Jigsaw Puzzle 2: Celebrating difference</p> <p>Piece 4: 'Houses and homes'</p> <p>Learning Intention: I can tell you why I think my home is special to me.</p>	<p>. PE TRACKING & RECEIVING Rolling a ball, tracking, working with a partner</p> <p>Letter formation: Ongoing practise of writing letter shapes for children's names. Practise long legged giraffe letters l i t u j y</p> 	<p>Speaking and Listening: Name and describe different features of the ocean setting.</p> <p>Learn and use recount connectives 'first, next, after that and finally' across all activities. Including pirate ship craft and ocean picture.</p> <p>Ask questions in relation to ocean / island environments.</p> <p>Articulate their ideas on environments in well-formed sentences.</p> <p>Use comparative language to compare</p>	<p>Read the whole story - The Extraordinary Gardener.</p> <p>Use pictures from the text to sequence the story and then add very simple captions. Guided write then independent.</p> <p>Use sticky notes to change the job / activity that is extraordinary e.g. The Extraordinary Postman... The Extraordinary Farmer. Role play activities that the new person does. Take photographs. Each group to choose their own character as a group.</p> <p>Plan a new story using photographs and ideas from previous session. Teacher as scribe writing captions.</p>	<p>Little Wandle - Phase 2 sh th ng nk</p> <p>Tricky words: she push* he of</p>	<p>Composition</p> <p>Identify the 'whole' when shown 1 part of a familiar</p> <p>Identify that parts are still visible when they are assembled to make the whole</p> <p>Identify parts</p> <p>Recognise that some whole objects have parts that cannot be removed</p> <p>Investigate ways to compose and de-compose sets of 2 and 3</p> <p>Know that 1 and 2 are parts of 3</p>	<p>Under the sea 'environment'.</p> <p>Share pirate duck story. Discuss how it compares to farmer duck. Show children setting of pirate island - Think about the sea surrounding, waves, palm trees, sea turtles and sharks.</p> <p>Comparing environment/habitats: 'Ponds'. And oceans Find out what the children observe e.g. ducks, geese, swans. Sharks, seagulls etc.</p> <p>Under the sea creatures and their adaptations</p>	<p>Children to make a recycled under the sea collage.</p> <p>Under the sea small world.</p> <p>Pirate role play- children to choose own creative materials to make props for pirate themed role play. Work together to make giant pirate ship for role play.</p>

			<p>ocean and pond environments.</p> <p>Use story vocabulary and language of ordering and sequencing.</p> <p>Share ideas and respect the ideas of others when choosing a new occupation.</p>				<p>Use natural objects to represent their creatures or EAD materials.</p>  <p>Forest school: Can I make a simple rain gauge? Discuss /name the seasons and say what happens in each season. How does weather affect farming? Discuss the need for hot, dry weather in summer so crops can be harvested but rain needed in spring to help crops grow. Explain we are going to measure the amount of rain we have in next few weeks. Show children plastic bottle and model cutting off top and placing upside down in the bottom. Explain we are going to cut bottles using scissors and then draw a gauge side. Children to make rain gauges in keyworker groups with adult support.</p>	 <p>PAPER PLATE PIRATE BOAT</p>
<p>Week 5 2.12.24- 6.12.24</p> <p>2.12.24- whole school nativity run through</p>	<p>PSHE Jigsaw Puzzle 2: Celebrating difference</p> <p>Piece 5: 'Making Friends'</p>	<p>PE CH BOUNCING Bouncing a ball, bouncing on the move, working with a</p>	<p>Speaking and Listening: Name and describe different features of the pirate island and ocean environments.</p>	<p>Recap on 'super sentences' and actions to remind us what we need to remember when we are writing.</p>	<p>Little Wandle - Phase 2 words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with</p>	<p>Composition Investigate ways to compose and decompose sets of 3 Explore how 1 and 2 are parts of 3</p>	<p>Pirate- sailing around the world different cultures- diversity of environments. Chn to have a large picture of the world and illustrate differences in cultures.</p>	<p>Make individual treasure maps.</p>

3.12.240
nativity AM
rehearsals.
4.12.24 dress
rehearsal.
6.12.24-
Christmas
decoration
day.

Learning
Intention:
I can tell you
how to be a
kind friend.

Independence
and resilience
around working
independently
when writing.

partner, spatial
awareness

Artist focus:
Jackson Pollack
paintings

Letter formation:
Ongoing practise of
writing letter
shapes for
children's names.
Practise one armed
robots letters
b m n r p h



Form questions to
discover more about
pirates.

Learn and use
recount connectives
'first, next, after
that and finally' when
creating pirate map.

Articulate ideas
about jobs in our
community.

Use position language
when creating pirate
ship construction and
treasure map.

Articulate ideas to
their peers during
pirate ship
construction.

Ask partner questions
in order to work
together to build
pirate ship
construction.

Teaching using
GPC/STC/tricky word mats
independently.

Writing assessments
Writing our new story -
using photographs of our
role play as the new
character and the jobs. Re-
write the story of The
Extraordinary....

Modelling first to support
children in their writing.

Host and 'Extraordinary
Story Sharing' event,
sharing our stories with
each other - can we read
our stories to another
person?

s /z/ added at
the end (bags)

Tricky words:
we me be

To be able to
investigate ways to
compose and de-
compose 4

Use spatial language
to describe the
shapes
Explain that
different parts can
make the same whole

Pirates (Find out about the
role of pirates in the past)
- Explore the Caribbean
culture related to pirates.
Share stories with a
Caribbean theme.
Reflect on 'job' topic
question: **WHAT DO YOU
WANT TO BE?**

Talk about different job
roles, reflecting on Jigsaw
lesson last term. Police
officer / other professional
visit.

Naming and exploring jobs
in our community

Forest school

Can I draw a map for the
pirates?
Follow a simple farm map
with stick arrows as support.
E.g., walk past the barn.
Show children an 'arrows'
map they are going to follow.
Children follow map in small
groups. Children then draw
their own treasure maps,
discuss features children
could add to their maps. E.g.
X marks the spot, icy
mountains, deep lake, and
dark forest. Once children
have drawn this allow them
time to share with the class.

RE Special Times -
Christmas

What happened on the first
Christmas?
How do I celebrate
Christmas?



Making a pirate
ship using
different
construction
equipment and
junk modelling
boxes. Working
as a team.
Helping each
other to get
jobs done.

Play team
games. Work as
a team to
construct a
model e.g. pirate
ship. - Empathy
towards others.

							What is special to me about Christmas?	
<p>Week 6 9.12.24-13.12.24</p> <p>9-11.12.24 Nativity performance</p> <p>Christmas jumper day/ Pantomime 12.12.24</p>	<p>PSHE Jigsaw Puzzle 2: Celebrating difference</p> <p>Piece 6: 'Standing up for yourself'</p> <p>Learning Intention: I know which words to use to stand up for myself when someone says or does something unkind.</p>	<p>PE CH BOUNCING Bouncing a ball, bouncing on the move, working with a partner, spatial awareness</p> <p>Letter formation: Number formation and Practise zig zagged letters. V w x z</p>	<p>Speaking and Listening: Children to use language related to team work.</p> <p>Use of material language and strength.</p> <p>Use recount language to recall design and constructions.</p> <p>Articulate ideas in well-formed sentences.</p>	<p>Writing the Christmas / Incarnation story.</p> <p>Working together to sequence the story.</p>	<p>Little Wandle assessment week</p>	<p>Counting, Ordinality and Cardinality</p> <p>Count in sequence to 10</p> <p>Use fingers to represent quantities to five (and begin to ten)</p> <p>Match different representations of quantities to 5 with amounts shown on their fingers</p> <p>Remember that the 'stopping number' tells us how many we need altogether</p> <p>Begin to recognise numerals to 5</p> <p>Develop their understanding of equal amounts</p> <p>Represent quantities in more abstract ways, such as by clapping or jumping</p> <p>Begin to understand that when a set of objects is rearranged, its quantity remains the same</p>	<p>Forest school: Can I use mud to paint a picture? Make mud paint using different types of soil. E.g., red clay, compost, soil from digging area, soil mixed with sand. Discuss the different consistencies, textures and colours. Discuss how paint could be used and explain children are going to use the mud paint, to paint a farm animal picture.</p>	<p>Christmas cards</p> <p>Christmas calendars</p>

<p>Week 7 16.12.24- 20.12.24</p> <p>Winter solstice</p> <p>20.12.24- Party day and fun day</p>	<p>Christmas Week</p>	<p>PE sports coach</p> <p>PE JC Christmas themed PE activities - delivering presents - the quickest elf? Present wrapping - motor skills</p>	<p>Talk about own experiences of Christmas.</p> <p>Talk about why Christmas is important.</p>	<p>Christmas party food list.</p> <p>Cut and stick pictures from children's catalogues.</p> <p>Reading CVC Christmas words.</p> <p>Segmenting CVC Christmas words.</p> <p>Christmas stamp printing.</p> <p>Reading CVC Christmas words.</p> <p>Segmenting CVC Christmas words.</p> <p>Identifying initial sounds.</p>	<p>Christmas CVC word blending/initial sounds.</p>	<p>Pattern and Shape</p> <p>To know what a pattern is</p> <p>To predict what will come next in a two part pattern.</p> <p>To learn what a three pattern is</p> <p>To predict what will come next in a three part pattern</p> <p>To use familiar shapes and common objects to create and recreate patterns and build models.</p> <p>Begin to use mathematical names for flat 2D shapes</p> <p>Begin to use mathematical terms to describe shapes</p>	<p>Christmas Nativity.</p> <p>Christmas tree ornament/keep sake.</p> <p>Talk about own experiences at Christmas and share the Christmas cheer with friends (Speaking and listening activity)</p> <p>Sharing of Christmas stories and experiences.</p> <p>Explore Christmas in different countries across the world.</p> <p>Lifecycle of Christmas trees.</p> <p>ICT- Photograph Christmas products</p> <p>Use paint programme on Laptop to represent Christmas ideas e.g Reindeer, Christmas tree, Santa.</p> <p>RE - Special Times - Christmas Can I retell the Incarnation (nativity) story? How can I make Christmas special for me and my family?</p>	<p>Christmas crafts including: printing, painting, collages, 3D models, pattern designs, hanging salt dough Christmas decorations, Christmas door designs, Christmas mindfulness creations, reindeer food and Christmas colour mixing.</p>
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