

Stunning start –

Decorating gingerbread men for display.  
Children will decide if they are a boy or girl, what they are called and talk about their qualities, eg: kind, have lots of friends, cheeky, mischievous etc.

Outdoor Area –

- Sand play
- Water play
- Construction models (duplo, lego)
- Bikes
- Scooters
- Climbing frame
- Multi-skills area
- Outdoor kitchen
- Small world

**Literacy – Key texts:**  
Remembrance poetry  
Gingerbread Man  
Other traditional stories  
The Jolly Christmas Postman

**C&L**  
Role play focuses: The home corner with baking/Christmas/post office additions over the half term.

Sand trough – capacity – talking about different amounts / shape – making different shapes using moulds, also in baking activities.

- Listen to and understand stories
- Begin to join in with repeated phrases
- Talk about and sequence stories
- Respond to questions about stories and character feelings
- To begin using new vocabulary
- To practise listening and taking turns with a partner.

Writing opportunities:

**Everyday:**  
Write name using traceable name card.  
Tracing and forming letters  
Tracing and forming numbers  
Pencil control sheets  
Near Christmas – opportunities to write Christmas lists and cards.

**T4W**  
Gingerbread Man story maps and retellings, innovate the story and invent own stories based on chases.

**Nursery Rhyme Focus:** Pat a cake, 5 currant buns in a bakers shop, hot cross buns, queen of hearts.

**Reading Area:**  
Gingerbread Man, Red Riding Hood, Goldilocks, Three Little Pigs, Billy Goats Gruff and other Traditional Tales, Meg and Mog’s Christmas, Stickman, Nativity and other Christmas stories

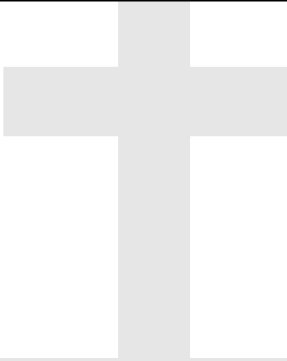
Little Blending books and decodable reading scheme books on tables – linked to ELS phonics scheme

Reception – Autumn 2 2025

Terrific Tales

Big Question-

How do we thank God for loving us? How should we treat people who are different to us?



Collective Worship focuses

Dignity of the Human Person.

**R.E** – People Who Care For Us (B) and Advent (C)

**Prayer Focus** – Continue to practice and learn the class prayers and sign of the cross. Hail Mary, Our Father

**Virtues**-Learned and Wise

Scripture Focus –

"Prepare the way for the Lord" Isaiah 40:3

**Phonics** – Revise and review sounds learnt in autumn 1

Continue with phase 2 sounds revising and embedding, using ELS scheme, start Phase 3 sounds, read decodable books.

Nursery rhymes and rhyming patterns.

Understanding of the World –

Seasons – Autumn and Winter, what is changing? Hibernation. Bird research and make pine cone feeders. Remembrance Day. Observe how materials change – making ice and melting it. Christmas – family traditions what do we do? Christmas around the world. Christmas cards, calendars. Take part in class nativity.

PSED –

- Confidence when making choices.
- Actively involved within the classroom.
- To continue to build on showing and increasing confidence, independence & resilience.
- Increase concentration & perseverance; knowing making
- Taking something we are proud of home to show and tell to our family.
- Making good choices
- Talking about feelings and recognising how we feel and when.
- Online Safety – Project Evolve
- Anti bullying week
- Ice safety

**RSE Unit** – TenTen: Unit 3 session 1,2,and 3 (I like you,good feelings, bad feelings, let’s get real). Unit 4 -Growing Up.

EAD

- KAPOW DT Project – Junk Modelling
- Bonfire and firework chalk creations and paintings
- Remembrance Day Wreath and poppy crafts
- Variety of printing & paintings techniques
- Christmas arts and crafts incl. salt dough decorations

Music

- Charanga scheme: My Stories
- Christmas Carols and Hymns

**Maths** – We are following the NCETM programme for Number:

- Hear and join in with the counting sequence, and connect this to the ‘staircase’ pattern of the counting numbers, seeing that each number is made of one more than the previous number
- Develop counting skills and knowledge, including: that the last number in the count tells us ‘how many’ (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds
- Compare sets of objects by matching
- Begin to develop the language of whole when talking about objects which have parts

Comparing capacities – making dough

Comparing sizes and shapes – White Rose Scheme activities and linked to Goldilocks, wrapping presents for Christmas.

**Fantastic Finish** – Christmas production.

