

Landau Forte Academy Greenacres- Curriculum Overview- Medium Term Plan (MTP)



Term 2 Autumn 2	Enquiry Theme	Celebrations What is a celebration?
	Enquiry Question	

Continuous Provision planning and weekly activities can be found in Reception planning folder 2024-2025.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Weekly Topic	Diwali and Bonfire	Orion and the dark	Autumn	Owl babies	The Snowman	Christmas	Christmas
Personal, Social and Emotional Development (PSED) Self-Regulation Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. ELG: Managing Self Become more outgoing with unfamiliar people and show more confidence in new social situations. Usually dry and clean during the day. ELG: Building Relationships Play with one or more other children, extending and elaborating play ideas.	Self-Regulation Moving from co regulation to self-regulation	Self-Regulation Moving from co regulation to self-regulation Know how to make myself feel better.	Self-Regulation Moving from co regulation to self-regulation	Self-Regulation Talking with others to solve conflict	Self-Regulation Talking with others to solve conflict	Self-Regulation Developing problem solving skills	Self-Regulation Developing problem solving skills
	Managing Self Increasingly follow rules Dress and undress independently.	Managing Self Increasingly follow rules Know how to stay safe.	Managing Self Show more confidence in social situations/ new situations	Managing Self Show more confidence in social situations	Managing Self Identify and select resources independently	Managing Self Show confidence in performing to others.	Managing Self Understand rules and why they are important. Be happy for others achievements.
	Building Relationships Having a respect for others feelings and beliefs.	Building Relationships Beginning to understand how others might feel	Building Relationships Help to find solution to conflict	Building Relationships Help to find solution to conflict	Building Relationships Develop sense of membership to a community	Building Relationships Develop sense of membership to a community	Building Relationships Develop sense of membership to a community
PSHE Twinkl- Super Me	A balanced diet LO: Begin to understand what is included in a balanced diet.	Feelings LO: Talk about their own fears.	Healthy habits LO: Talk about how to look after my body.	Healthy smile LO: know how to look after our teeth.	Germ Hunt LO: Understand the importance of handwashing and hygiene.		
Physical Development (PD) Fine Show a preference for a dominant hand. Use one-handed tools and equipment, ie, making snips in paper with scissors. Gross Start to eat independently and learning how to use a knife and fork. Develop skills they need to manage school day successfully:	Fine Use a tripod grip.	Fine Use a range of one handed tools	Fine Use paintbrushes correctly using the tripod grip.	Fine Use tools safely and competently.	Fine We can use scissors correctly.	Fine Develop our letter formation.	Fine Use tools safely and competently.
	Gross Able to learn and remember sequences and patterns of movement which are related to music	Gross Refine fundamental movement skills <ul style="list-style-type: none"> • running • hopping • skipping • climbing 	Gross Understand good healthy habits	Gross Develop coordination and balance. Confidently and safely use a range of large and small apparatus indoors	Gross Use good manners at mealtimes and line up without touching others.	Gross Able to learn and remember sequences and patterns of movement which are related to music	Gross Be increasingly independent as they get dressed and undressed

lining up and queuing; mealtimes; personal hygiene							
P.E	Movement Development Travels with confidence and skill around, under, over and through balancing and climbing equipment.	Movement Development Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.	Movement Development Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.	Movement Development Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.	Movement Development Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.	Movement Development Travels with confidence an skill around, under, over and through balancing and climbing equipment. Can describe self in positive terms and talk about abilities.	Christmas productions
Communication and Language (CL) Listening, Attention and Understanding Understand how to listen carefully and why listening is important. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Speaking Develop social phrases. "Good morning, how are you?" Learn new vocabulary and use it throughout the day in different	Listening, Attention and Understanding Enjoy listening to longer stories	Listening, Attention and Understanding Connect one idea or action to another using a range of connectives.	Listening, Attention and Understanding Follows 2 part instructions	Listening, Attention and Understanding Can recall parts of familiar stories.	Listening, Attention and Understanding Enjoy listening to longer stories	Listening, Attention and Understanding Engage in story time	Listening, Attention and Understanding Engage in story time
	Speaking Sing a large repertoire of songs Using longer sentences and increasing vocabulary	Speaking Sing a large repertoire of songs Using longer sentences and increasing vocabulary	Speaking Sing a large repertoire of songs Answer why questions using a wider range of vocabulary.	Speaking Sing a large repertoire of songs Use talk to organise themselves and their Play.	Speaking Sing a large repertoire of songs learn some verses by heart using call and response.	Speaking Sing a large repertoire of songs learn some verses by heart using call and response.	Speaking Sing a large repertoire of songs Using longer sentences and increasing vocabulary
Structured Story Time- Text/ Vocabulary	Celebrations around the World- SST	Whole School Text- Orion and the dark	The squirrels who squabbled- SST	Owl Babies	I'm almost always kind- SST	Celebrations around the World- SST	The Nativity Story
Literacy (L) Word reading Develop phonological awareness to spot and suggest rhymes, count or clap syllables in a word, recognise words with same initial sound, such as money and mother. Read individual letters by saying sounds for them. Comprehension Engage in extended conversations about stories, learning new vocabulary. Writing Use some of their print and letter knowledge in their early writing. Form lower-case and capital letters correctly.	Word Reading Recognise words with the same initial sound Phonics Letters and Sounds- Little Wandle	Word Reading Blend sounds into words Phonics Letters and Sounds- Little Wandle	Word Reading Blend sounds into words Phonics Letters and Sounds- Little Wandle	Word Reading Read a few common exception words Phonics Letters and Sounds- Little Wandle	Word Reading We understand that print has different purposes. Phonics Letters and Sounds- Little Wandle	Word Reading Blend sounds into words Phonics Letters and Sounds- Little Wandle	Word Reading Blend sounds into words Phonics Letters and Sounds- Little Wandle
	Comprehension Engage in conversation and learn new vocabulary	Comprehension name the different parts of a book	Comprehension Learn a wider range of vocabulary	Comprehension We can develop play around favourite stories.	Comprehension Learn a wider range of vocabulary	Comprehension Use vocabulary we have learnt in play.	Comprehension Use vocabulary we have learnt in play.
	Writing We can write some or all of our name. LO: Write a Diwali card.	Writing Form lower-case and capital letters correctly. LO: Begin to write a sentence.	Writing We can write some letters accurately. LO: Sound out words.	Writing Form lower-case and capital letters correctly. LO: Write a letter.	Writing Form lower-case and capital letters correctly. LO: Use a full stop.	Writing We can write some sounds in words. LO: Write a Christmas card.	Writing Spell words by identifying the sounds and then writing the sound with letter/s. LO: Label a Christmas picture.

Mathematics (M) Number Develop fast recognition of up to 3 objects, without having to count them (subitising). Show 'finger numbers' up to 5. Link numerals and amounts, eg, showing correct number of objects to match numeral 5. Numerical Patterns Recite numbers past 5 and in order to 10. Say one number for each item in order: 1, 2, 3, 4, 5. Know that last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Count objects, actions and sounds, reciting the numbers in order and matching one number name for each item. Compare quantities using language: 'more than', 'fewer than'. Compare objects: weight, length, size and capacity. Talk about and explore 2D and 3D shapes using information language such as: sides, corners, straight, flat, round. Describe sequence of events (real or fictional) using words such as first, then, next.	Counting, ordinality and cardinality	Comparison	Composition	Composition	Counting, ordinality and cardinality	Shape	Counting, ordinality and cardinality
	shape					Measure length	Number formation Shape Counting to 10.
	Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5 Sort shapes into categories	Comparison of sets - by matching Use the language of comparison: more than, fewer than, an equal number	Explore the concept of 'whole' and 'part' Count objects and match numeral	Focus on the composition of 3, 4 and 5 Make combinations to 5.	Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20 Know one more number to 10.	Properties of 2-D shapes Create a pattern Length of objects Use the language of size: short, long, longest, medium.	
Understanding the World (UTW) Past and Present Begin to make sense of their own life story and family's history. People, Culture and Communities . Talk about members of their immediate family and community. Name and describe people who are familiar to them. The Natural World Explore the natural world around them. Describe what they see, hear and feel whilst outside. Know there are different countries in the world and talk about the differences they have experienced or seen in photos.	Past and Present Compare and contrast characters from stories, including figures from the past.		Past and Present Comment on images of familiar situations in the past. Remembrance day		Past and Present We understand that some stories were written a long time ago.	Past and Present We know that our parents had different types of toys and games to what we have today.	
	People, Culture and Communities Rami and Sita Why is Diwali important to Hindu people? Recognise that people have different beliefs and celebrate special times in different ways.	People, Culture and Communities Name and describe people who are familiar to them.	People, Culture and Communities Understand that some places are special to members of their community. Churches- Christmas Temple- Diwali			People, Culture and Communities We know how we can help our school community through Christmas Enterprise	People, Culture and Communities Recognise that people have different beliefs and celebrate special times in different ways Christmas
	The Natural World We can find natural resources in our EYFS garden.	The Natural World Explore light and dark sources. Day and Night Describe what they see, hear and feel.	The Natural World Understand the effect of changing seasons on the natural world around them. Describe what they see, hear and feel whilst outside. Autumn		The Natural World Explore the natural world around them. Ice Experiment	The Natural World Understand the effect of changing seasons on the natural world around them. Winter	
Expressive Arts and Design (EAD) Creating with Materials Clay Diwali Divas Creating with Materials Create closed shapes with continuous lines and begin to use these shapes to represent objects.	Creating with Materials Clay Diwali Divas	Creating with Materials Create closed shapes with continuous lines and begin to use these shapes to represent objects.	Creating with Materials Using natural materials and transforming them.	Creating with Materials Christmas decorations for Enterprise	Creating with Materials Cards/Calendars Explore different materials freely, to develop their ideas about how to use them and what to make.	Creating with Materials Join different materials and explore different textures. Wooden Christmas decorations Christmas bags Stain glass windows	

<p>Sing in a group or on their own, increasingly matching the pitch and following the melody. Sing the pitch of a tone sung by another person 'pitch match'. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar song.</p>	<p>Being Imaginative and Expressive Creating Rangoli Patterns Learning to sing and dance to a Diwali song</p>	<p>Being Imaginative and Expressive Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Being imaginative and Expressive. Selecting appropriate resources and using simple tools to effect changes to materials.</p>	<p>Being Imaginative and Expressive Choose materials to represent different environments.</p>	<p>Being Imaginative and Expressive Rehearsal and performance for Christmas Begin to develop complex stories using small world equipment</p>		
<p>Music (Music Express)</p>	<p>An Indian wedding</p>	<p>An Indian wedding</p>	<p>When Snowflakes Fall</p>	<p>When Snowflakes Fall</p>	<p>Nativity songs and rehearsals.</p>		
<p>Art (Access Art)</p>	<p>Bonfire craft Clay Divas</p>	<p>Van Gogh- Starry night</p>	<p>Access Art-Transforming Objects Autumnal objects</p>	<p>Access Art- Exploring the natural world Owl collage</p>	<p>Christmas Enterprise activities</p>	<p>Christmas crafts</p>	