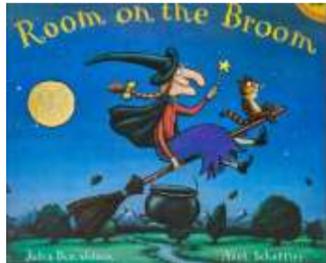
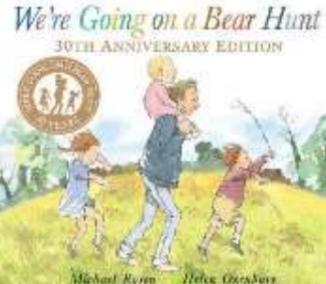
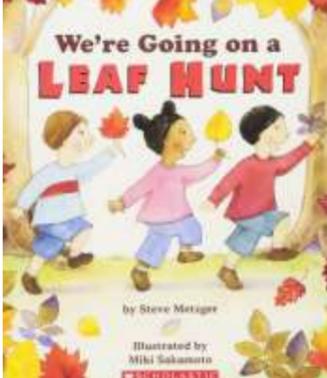
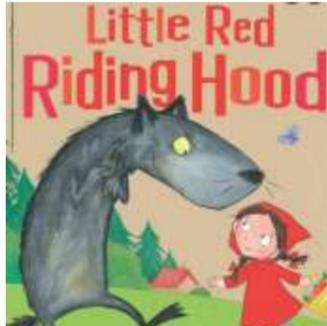
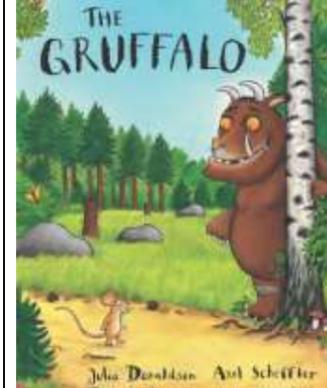




Dog Kennel Primary School Half Termly Curriculum Plan 2021-22  
 Reception Autumn 2  
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Area	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Communication, Language & Literacy	<p><b>Core Stories:</b> Room on the Broom by Julia Donaldson  <b>Genre:</b> Fiction</p>  <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>- Read the witches spells and make our own rhyming, friendship spells</li> <li>- Research which materials might be strong enough to make a broom that will fit all the witches' friends. Design and label our plans for a super strong broom!</li> <li>- Writing a letter to the witch to share with her our fantastic designs for a super strong broom!</li> <li>- Writing speech and thought bubbles for the animals as the broom gets heavier, and heavier!</li> </ul>	<p><b>Core Stories:</b> We're Going on a Bear Hunt by Michael Rosen  <b>Genre:</b> Fiction</p>  <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>- Look closely at the final page of the story... what do we think has happened? How is the bear feeling? Together write a new page for 'We're going on a bear hunt'</li> <li>- Writing a letter from the Bear to the family.</li> <li>- Retell the story in play using repeated refrains</li> <li>- Write our own version of the story hunting for the bear in Forest School! Where might we look for him?</li> </ul>	<p><b>Core Stories:</b> We're Going on a Leaf Hunt by Steve Metzger  <b>Genre:</b> Fiction</p>  <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>- Children to go on their own leaf hunt and look closely at different leaves and describe their appearance</li> <li>- To write captions for our own 'Leaf Hunt' pictures</li> <li>- To write our own seasons poem using onomatopoeia and alliteration</li> <li>- To write a list of our observations of the seasons changing</li> </ul>	<p><b>Core Stories:</b> Little Red Riding Hood Traditional Tales  <b>Genre:</b> Fiction</p>  <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>- Retell the story in play using repeated refrains</li> <li>- Writing Get Well Soon cards for Grandma</li> <li>- Writing a Police Report to explain what happened and ask for help!</li> <li>- Researching 'wolves' and writing a fact file</li> </ul>	<p><b>Core Stories:</b> The Gruffalo by Julia Donaldson</p>  <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>- Create a bank of adjectives to describe the creatures we meet in the story</li> <li>- Writing a description of the Gruffalo</li> <li>- Designing our own 'Monster' who lives in our Forest School! Is he kind? Where might he hide? What does he look like? Is he camouflaged?</li> <li>- Writing our own recipes for Gruffalo crumble, scrambled snake, owl ice cream</li> </ul>	<p><b>Core Stories:</b> The Gruffalo's Child By Julia Donaldson  <b>Genre:</b> Fiction</p>  <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>- Writing half term reviews</li> <li>- Writing to Father Christmas</li> <li>- Writing Christmas cards</li> <li>- Retelling the story in our play and using our own ideas to imagine what might happen next...</li> </ul>	<p><b>Core Stories:</b> Stick Man by Julia Donaldson  <b>Genre:</b> Fiction</p>  <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>- Write our own Stick Man adventures using our Stick Man from Forest School</li> <li>- Writing a Diary entry from the perspective of Stick Man's family</li> <li>- Make a map of Stick Mans journey home to his family</li> </ul>
Communication & Language	<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- friendship</li> <li>- witch</li> <li>- frog</li> <li>- dragon</li> <li>- cauldron</li> <li>- bow</li> <li>- snapped</li> <li>- spell</li> </ul>	<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- cave</li> <li>- family</li> <li>- adventure</li> <li>- explore</li> <li>- hunt</li> <li>- narrow</li> <li>- gloomy</li> <li>- stumble</li> <li>- snow storm</li> <li>- narrow</li> </ul>	<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- Seasons; Spring, Summer, Autumn, Winter</li> <li>- Adventures</li> </ul>	<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- Wood cutter</li> <li>- Forest</li> <li>- Cottage</li> <li>- Grandmother</li> <li>- Basket</li> <li>- Woods</li> <li>- Forest</li> <li>- rescue</li> </ul>	<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- knobbly</li> <li>- turned out toes</li> <li>- poisonous</li> <li>- wart</li> <li>- scrambled</li> <li>- crumble</li> <li>- tree top</li> <li>- prickles</li> <li>- stream</li> <li>- jaws</li> </ul>	<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- seasons; spring, summer, autumn, winter</li> <li>- whiskers</li> <li>- claws</li> <li>- footprints</li> <li>- shadow</li> <li>- cave</li> <li>- creature</li> <li>- friend</li> <li>- adventure</li> </ul>	<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- family</li> <li>- troublesome</li> <li>- children</li> <li>- journey</li> <li>- lady</li> <li>- seasons; spring, summer, autumn, winter</li> <li>- knight</li> <li>- bells</li> <li>- choir</li> </ul>



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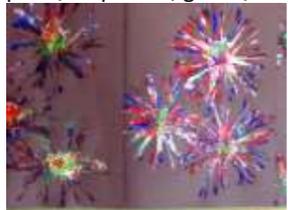


		<ul style="list-style-type: none"> <li>- whirling</li> <li>- thick</li> <li>- prepositional language: over, under, through</li> </ul>			<ul style="list-style-type: none"> <li>- tusks</li> <li>- claws</li> </ul>		<ul style="list-style-type: none"> <li>- snowman</li> <li>- Christmas</li> </ul>
Maths	<b>Addition and subtraction within 6</b> Add by combining two sets within six. Partition a set within six.	<b>Numbers within 10</b> Count reliably, place in order, recognise numerals, use ordinals, understand zero	<b>Numbers within 10</b> Count reliably, place in order, recognise numerals, use ordinals, understand zero	<b>Addition and subtraction within 10</b> Add two numbers by counting on. Subtract by taking away. Describe the direction on a number track when adding or subtracting.	<b>Addition and subtraction within 10</b> Add two numbers by counting on. Subtract by taking away. Describe the direction on a number track when adding or subtracting.	<b>Calendar and Time</b> Use everyday language to discuss time. Record periods of time.	<b>Calendar and Time</b> Use everyday language to discuss time. Record periods of time.
Personal Social and Emotional Development <b>Skills Builder</b>  <b>School Values</b> Ambition, Creativity, Courage, Empathy, Resilience, and Respect. <b>MindUp!</b> Gratitude Brain Breaks	<b>Diversity Month</b> Activities to planned across the school  African mask making African dancing and drumming workshop Making Jollof rice Talking about our cultures and celebrating our own family backgrounds.	<b>Making relationships</b>  Explore the story <i>The Squirrels who Squabbled</i> and use this text to think about sharing in a classroom context. Practise turn taking and play parachute games - thinking about how to work together as a team!	<b>Sense of self Jigsaw!</b> <i>Celebrating difference</i>  Talk about what makes each person special and different and what makes a kind friend.	<b>How our Brain Works:</b> Introducing Brain Breaks.  To learn about the different parts of our brain... introducing the guard dog, the wise owl and the hippo and talk about the importance of mindfulness and opportunity for reflection.	<b>Understanding emotions</b>  Explore the story " <i>Ruby's Worry</i> " to support conversation around sharing our worries and concerns. Talk about what things help us feel better when we have a worry.	<b>Understanding emotions</b> Create our own social stories from pictures on Tapestry evidencing the skills children have learnt and developed this half term! <ul style="list-style-type: none"> <li>- Sharing</li> <li>- Team work!</li> </ul>	<b>School Values: Ambition</b> Talk about how we are coming to the end of the year and this is a time when people reflect on the year they have had and make 'resolutions'. What would you like to achieve next year?
Understanding of the World	<b>Forest School: Bonfire night!</b> Children to celebrate Bonfire night with a campfire, marshmallows, hot chocolate and sparklers! 	<b>Forest School: We are Going on a Bear Hunt!</b> Children to explore retelling the story in our Forest School environment. Can we move through swishy swashy grass? Can we splash splosh in a river? Can we make mud for our feet to go squelch squerch? Can we make our own 'cave' structure using wood, tarpaulin, nets etc. <b>Drainpipes</b> Investigate drainpipes and water. Where is the water coming from? Can we change the direction? Can we collect the water. Use tubes and guttering to problem solve.	<b>Forest School: Scavenger hunt!</b> Children carry out a scavenger hunt of various natural objects that they can find in the environment! Can we identify the leaves and work out which trees they might have come from? Children to use leaves in their art e.g leaf crowns, leaf rubbing, leaf printing <b>Seasonal Changes</b> Discuss the seasons. What types of clothes do we need? What do we notice about trees? What else is changing around us?	<b>Forest School: Grandma's cakes!</b> Children to make their own mud cakes to take to Grandma's house!	<b>Forest School: What creatures can we find?</b> Explore the outdoor environment and see who lives in our forest school... Can we find the creatures from <i>the Gruffalo</i> story?	<b>Forest School: Woodland creatures</b> Children to use natural resources to make characters from <i>the Gruffalo</i> story  <b>Life now and long ago</b> Learning and acting out the Christmas story. Comparing life now and then.	<b>Forest School: Stick man!</b> Children to have the opportunity to make their own stick man and use him to retell the story! 



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<p>Expressive Art and Design</p>	<p><b>Painting and colour</b>          Children to create their own fireworks pictures using different art materials eg. Blow paint, oil pastels, glitter, chalks.</p> 	<p><b>3D work</b>          Children to make a clay tea light as part of Diwali celebrations</p> 	<p><b>Textiles and texture</b>          Children to create textured scenes from the leaf hunt using natural objects</p> 	<p><b>Painting and colour</b>          Children to make their own Christmas cards to send to members of their family</p> 	<p><b>Drawing</b>          Children to draw their own "terrible creatures" like the Gruffalo</p> 	<p><b>3D work</b>          Children to make their own Christmas decoration using salt dough</p> 	<p><b>Painting and colour</b>          Children to use paints and glitter to make their own calendars for the new year!</p> 
<p>Physical development</p>	<p><b>Balance</b>          To be able to travel with confidence and skill around, under, over and through balancing and climbing equipment</p>	<p><b>Balance</b>          To be able to travel with confidence and skill around, under, over and through balancing and climbing equipment</p>	<p><b>Balance</b>          To be able to travel with confidence and skill around, under, over and through balancing and climbing equipment</p>	<p><b>Balance</b>          To be able to travel with confidence and skill around, under, over and through balancing and climbing equipment</p>	<p><b>Balance</b>          To be able to travel with confidence and skill around, under, over and through balancing and climbing equipment</p>	<p><b>Balance</b>          To be able to travel with confidence and skill around, under, over and through balancing and climbing equipment</p>	<p><b>Balance</b>          To be able to travel with confidence and skill around, under, over and through balancing and climbing equipment</p>