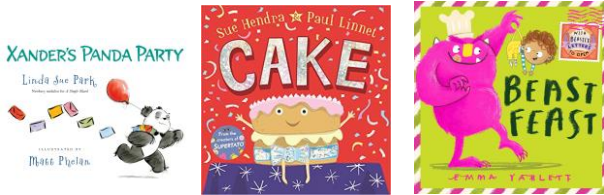
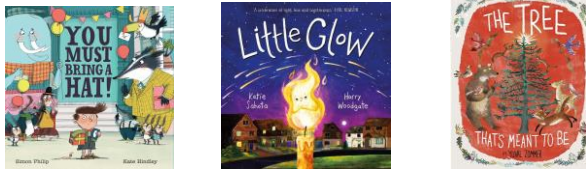



Celebrate! - Reception Autumn 2

School Trip: Not Applicable			Entrance Point: Birthday Party Exit Point: Christmas Show			School Value: Teamwork			The Arts: Nativity Performance								
Writing Texts						Reading Texts						Expressive Arts and Design					
												Art LI: To use drawings to represent ideas like movement and loud noises. LI: To explore, use and refine a variety of artistic effects to express their ideas and feelings. Context: Firework picture					
Vocabulary						Vocabulary						Music LI: To play instruments with increasing control to express their feelings and ideas. Context: Percussion LI: To remember and sing entire songs. LI: To sing the pitch of a tone sung by another person. Context: Christmas Performance					
zoo invitation organise plan list			invitation party occasion assistant irresistible			beast feast plumper serve			party invitation hats design			celebration light dark culture festival togetherness			poised lagged flawless shuddered stuttered		
Physical Development LI: To increasingly be able to use and remember sequences and patterns of movement which are related to music and rhythm. LI: To continue to develop their movement, balancing and riding. LI: To climb up apparatus using alternative feet. Context: Dance and outside area LI: To be increasingly independent as they get dressed and undressed. Context: Changing for PE, weather appropriate clothing						Communication and Language LI: To use longer sentences of 4 to 6 words. LI: To pay attention to more than one thing at a time which can be difficult. LI: To develop pronunciation when learning new sounds and words. LI: To sing a large repertoire of songs. Context: Christmas performance											
Gross and Fine Motor Control Squiggle Wiggle: Gross and fine motor movement using wavy lines, zig zag lines and arches. Dough Disco : Fine motor control using dough to practise squeezing, balling the dough, separating each finger to push the dough and also rolling a sausage shape.						PSED: LI: To develop their sense of responsibility and membership of a community. LI: To talk about their feelings using language such as happy, sad, angry and worried. LI: To understand gradually how others might be feeling. Context: Sense of belonging											

<p>Understanding the World</p> <p>Religious Education LI: To recognise that people have different beliefs and celebrate special times in different ways. LI: Understand that some places are special to members of their community. LI: Continue to develop positive attitudes about the differences between people. Context: Different celebrations and Christmas</p> <p>History LI: To talk about members of their community. LI: To recognise that people celebrate (commemorate) special times in different ways. Context: Different celebrations</p> <p>Science LI: To talk about what they see using a wide vocabulary. LI: To explore how things work.</p>	<p>LI: To use all of their senses in exploration of materials. LI: To talk about the differences between materials and the changes they notice. Context: Light and dark</p> <p>Computing LI: To record video using a camera. Context: Shadow puppet story (Christmas)</p> <p>Cultures and Communities PSHE – (PSHE Association Thematic Model Planning) LI: Name and describe people who are familiar to them. LI: Begin to make sense of their own life-story and family history. Context: Family</p>
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