Reception Medium Term 2 2026

Celebrate Good Times!

Super Starter: Diwali Day! Dancing, Food, Mehndi and Rangoli Patterns



Wish tasks – Home Learning – Wish task will be sent via note in yellow books. Wish tasks also encouraged via tapestry.
Parents and Partners – Christmas production, tapestry, Fundraising, workshops, mystery reader

Learning Outside The Classroom – Forest School, Continuous provision outside, circle times, Learning Playground games,

	Week 1 2nd – 6th Nov	Week 2 9th – 13th Nov	Week 3 16th–20th Nov	Week 4 23rd –27th Nov	Week 5 30th Nov – 4th Dec	Week 6 7th – 11th Dec	Week 7 14th–17th Dec	
		Diwali Bonfire Night	World Nursery Rhyme week Remembrance Day	Birthdays Children in Need	Seasons	Christmas	Christmas	
Forest School - Forest school sessions planned by class teachers linked to topic and children's likes and interests								
Key Books	The best Diwali ever Diwali Little Glow	Nursery rhymes The Poppy Story Where the Poppies	Kippers Birthday Elmer's Birthday	Winter Sleep Seasons or Tree: seasons come and seasons go.	Humpty dumpty The Gingerbread man	The Nativity	The Grumpy badgers Christmas	
Events 	Diwali Diwali Celebrations Day– wear colourful clothes! Bonfire Night- 5th November	Children in Need 13th Armistice Day = 11th November  World Nursery Rhyme Week	Road Safety Week – 15th – 21st		Whole School Christmas events Week	Christmas performances	Christmas Party Christmas Dinner/Jumper Day h Panto	
PSED	**Jigsaw - Celebrating differences - Piece 1 What am I good at?** *Children will identify something they are good at and understand that everyone is good at different things. Children will understand that being different makes* **Learning Powers- Enjoy Edward** *To know how to show resilience and perseverance.*	**Jigsaw - Celebrating differences -Piece 2 I'm Special, I'm Me!** *Children will know that we are all different but the same in some ways.* **Honesty Value:** *Children will know the school values.* **Learning Powers- Have a go Harold** *To know how to show resilience and perseverance.*	**Jigsaw - Celebrating differences - Piece 3 Families** *Children will know that we are all different but the same in some ways.* **Enjoyment Value**. *Children will know the school values.* **Learning Powers- Don't give up Donald** *To know how to show resilience and perseverance.*	**Jigsaw - Celebrating differences -Piece 4 Houses and Homes** *Children will talk about why they think their home is special to them.* **Achievement Value.** *Children will know the school values.* **Learning Powers- Concentrate Collin** *To know how to show resilience and perseverance.*	**Jigsaw - Celebrating differences- Piece 5 Making Friends** *Children will talk about how to be a kind friend. Develop a sense of responsibility and understand that thry are members of a community.* **Respect Value.** *Children will know the school values* **Learning Powers- Keep improving Ivy** *To know how to show resilience and perseverance.*	**Jigsaw - Celebrating differences -Piece 6 Standing Up For Yourself** *Children will know which words to use to stand up for themselves when someone says or does something unkind.* **Teamwork Value.** *Children will know the school values* **Learning Powers- Tim and Tina Teamwork** *To know how to show resilience and perseverance.*		

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C&L	*Children will listen in larger group or whole school activity, such as assembly, recalling some of the themes and comments at a later stage.* *Children will follow more complex instructions ie "Put your coat on your hook, get your water bottle and bookbag and come and sit on the carpet".*	*Children will ask questions to find out more and to check they understand what has been said to them.* *Children will listen to and talk about stories to build familiarity and understanding* Nursery Rhyme Week! Mon: Hickory Dickory Tuesday: Doctor Foster Wed: Pussy Cat, Pussy Cat Thursday: Row row row your boat Friday 1,2,3,4,5 once i caught a fish alive	*Children will learn to retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.*	*Children will be involved in conversations and use new vocabulary in context* *Children will describe events in detail and be encouraged to use full sentences when they speak*	*Children will be able to describe the changes in Winter and use vocabulary such as cold, snow, ice Children will be able to talk about what we wear in Winter such as hat, scarf, gloves, boots, warm coat* **Why is sleep so important?** *Children will know why sleep is so important.*	*Children will use talk to help work out problems and organise thinking and activities, and explain how things work and why things happen.*	*Children will be able to talk about special celebrations such as Diwali and Christmas*	
PD	**Early Morning Name Writing** **Dough Disco** **Squiggle While you Wiggle** **Putting on coats independently** *Children will develop their small motor skills so that they can use a range of tools competently, Children will attempt to use a tripod grip with some consistency.*	**Early Morning Name Writing** **Dough Disco** **Squiggle While you Wiggle** **Putting on coats independently** *Children will develop their small motor skills so that they can use a range of tools competently, Children will attempt to use a tripod grip with some consistency*	**Early Morning Name Writing** **Dough Disco** **Squiggle While you Wiggle** **Putting on coats independently** *Children will develop their small motor skills so that they can use a range of tools competently, Children will attempt to use a tripod grip with some consistency*	**Early Morning Name Writing** **Dough Disco** **Squiggle While you Wiggle** **Putting on coats independently** *Children will develop their small motor skills so that they can use a range of tools competently, Children will attempt to use a tripod grip with some consistency*	**Early Morning Name Writing** **Dough Disco** **Squiggle While you Wiggle** **Putting on coats independently** *Children will develop their small motor skills so that they can use a range of tools competently, Children will attempt to use a tripod grip with some consistency*	**Early Morning Name Writing** **Dough Disco** **Squiggle While you Wiggle** **Putting on coats independently** *Children will develop their small motor skills so that they can use a range of tools competently, Children will attempt to use a tripod grip with some consistency*	**Early Morning Name Writing** **Dough Disco** **Squiggle While you Wiggle** **Putting on coats independently** *Children will develop their small motor skills so that they can use a range of tools competently, Children will attempt to use a tripod grip with some consistency*	

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Literacy	**Name Writing.** *Children will know how to write own name* **Drawing Club.** *Children will have a love of stories and listens attentively to story time. Children will repeat words and phrases from familiar stories. Repeat new vocabulary in a context of a story.* **Storybook: Christopher Pumpkin** **Poems.** *We will spot rhymes in familiar stories and poems.* (Firework **Little Wandle Phase 2 Autumn 1 – Week 5 –** *Children will be able to recognise their name. Children will read the following graphemes by saying the phonemes for them: s a t p i n m d g o c k ck e u r h b f l Children will read the following tricky words: is, I, the. Children will begin to read CVC words containing known GPC's.*	**Name Writing.** *Children will know how to write own name* **Drawing Club.** *Children will have a love of stories and listens attentively to story time. Children will repeat words and phrases from familiar stories. Repeat new vocabulary in a context of a story.* **Storytelling: The Magic Porridge Pot** **Little Wandle Phase 2 Autumn 1 - Assessment Week and Reviewing learning –** *Children will be able to recognise their name. Children will read the following graphemes by saying the phonemes for them: s a t p i n m d g o c k ck e u r h b f l Children will read the following tricky words: is, I, the. Children will begin to read CVC words containing known GPC's.*	**Name Writing.** *Children will know how to write own name* **Drawing Club**, *Children will have a love of stories and listens attentively to story time. Children will repeat words and phrases from familiar stories. Repeat new vocabulary in a context of a story.* **Animation: Road Runner** **LW Phase 2 Autumn 2 –Week 1** **Children can recognise words with the same initial sound. Begin to read individual letters by saying the sounds for them. *Children begin to know how blend sounds into words, so that they can read short words made up of known letter– sound correspondences. *Children know how to begin to read CVC words containing known letter sound correspondences. *Children can match taught graphemes and phonemes. *Children know how to blend and read cvc words containing taught sounds. *Children know how to read taught tricky words*	**Name Writing** *Children will know how to write own name* **Drawing Club.** *Children will have a love of stories and listens attentively to story time. Children will repeat words and phrases from familiar stories. Repeat new vocabulary in a context of a story.* **Storybook: Penguin** **LW Phase 2 Autumn 2 –Week 2** **Children can recognise words with the same initial sound. Begin to read individual letters by saying the sounds for them. *Children begin to know how blend sounds into words, so that they can read short words made up of known letter– sound correspondences. *Children know how to begin to read CVC words containing known letter sound correspondences. *Children can match taught graphemes and phonemes. *Children know how to blend and read cvc words containing taught sounds. *Children know how to read taught tricky words*	**Name Writing** *Children will know how to write own name* **Drawing Club.** *Children will have a love of stories and listens attentively to story time. Children will repeat words and phrases from familiar stories. Repeat new vocabulary in a context of a story.* **Storytelling: The Gingerbread man** **LW Phase 2 Autumn 2 –Week 3** **Children can recognise words with the same initial sound. Begin to read individual letters by saying the sounds for them. *Children begin to know how blend sounds into words, so that they can read short words made up of known letter– sound correspondences. *Children know how to begin to read CVC words containing known letter sound correspondences. *Children can match taught graphemes and phonemes. *Children know how to blend and read cvc words containing taught sounds. *Children know how to read taught tricky words*	**Name Writing** *Children will know how to write own name* **Drawing Club.** *Children will have a love of stories and listens attentively to story time. Children will repeat words and phrases from familiar stories. Repeat new vocabulary in a context of a story.* **Animation: Banana Man** **LW Phase 2 Autumn 2 –Week 4** **Children can recognise words with the same initial sound. Begin to read individual letters by saying the sounds for them. *Children begin to know how blend sounds into words, so that they can read short words made up of known letter– sound correspondences. *Children know how to begin to read CVC words containing known letter sound correspondences. *Children can match taught graphemes and phonemes. *Children know how to blend and read cvc words containing taught sounds. *Children know how to read taught tricky words*	**Name Writing** *Children will know how to write own name* **Drawing Club.** *Children will have a love of stories and listens attentively to story time. Children will repeat words and phrases from familiar stories. Repeat new vocabulary in a context of a story.* **Storybook: The Christmas Pine** **LW Phase 2 Autumn 2 –Week 5/ Assessment Week** **Children can recognise words with the same initial sound. Begin to read individual letters by saying the sounds for them. *Children begin to know how blend sounds into words, so that they can read short words made up of known letter– sound correspondences. *Children know how to begin to read CVC words containing known letter sound correspondences. *Children can match taught graphemes and phonemes. *Children know how to blend and read cvc words containing taught sounds. *Children know how to read taught tricky words*	
Maths	It's me 1,2,3 *Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value.* *Subitise* *Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value* *Understand the 'one more than/one less than' relationship between consecutive numbers.*	Circles and Triangles *Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language.* *Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.*	1,2,3,4,5 *Link the number symbol (numeral) with its cardinal number value.* *Subitise.* *Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value* *Understand the 'one more than/one less than' relationship between consecutive numbers*	1,2,3,4,5 *Understand the 'one more than/one less than' relationship between consecutive numbers.* *Explore the composition of numbers to 10.*	Shapes with 4 sides *Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language.* *Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can* *Begin to describe a sequence of events, real or fictional, using words such as 'first',*	Review week- Maths morning	Review week- Maths morning	

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					'then...'			
KUW 	**People, Community and cultures:** *Children will know about some celebrations and is able to talk about how they might be celebrated, e.g. Christmas, Advent, Diwali* **Past and Present** (Bonfire night) *Children will know that Bonfire night happens every year in November. Children will know how Bonfire night is celebrated: Fireworks, Bonfires, Special Food ie: toffee apples and treacle toffee, Sparklers. Children will know how to stay safe on Bonfire night. Vocabulary: Bonfire night, fireworks, sparklers, fire, toffee apple, treacle toffee, November, safety. Children will create their own firework display*	**Remembrance:** *Children will recognise: A war happened a long time ago A war is a large battle. That a soldier is a person who serves in an army. That a poppy represents people who have fought and died in the war. England and Germany fought against each other. That a football game between England and Germany happened on Christmas Day....An Air Raid shelter is used for protection (Local Walk). Vocabulary: Soldier, War, Army, Poppy, Air Raid Shelter, War, Battle, England, Germany, Past*		**The Natural World:** Looking at the seasons and changes - 	The Natural World: What is the Weather like today? *Children will be able to describe the observations of the weather they have made on a winter day using the key vocabulary. Children will be able to describe what they can see, what they can hear and feel. Children will be able to compare features of the weather on two different days and see patterns between weather features. (Once a week) Key vocabulary: cold, freeze, frozen, season, temperature, weather, e.g. cloud/y, rain/y, snow/y, fog/gy, wind/y, storm/y winter*	People, Community and cultures The Nativity Story. *Children know about some celebrations and is able to talk about how they might be celebrated, e.g. Christmas, Advent, Diwali*	People, Community and cultures *Children will know that Christians believed that the Nativity is an event happened a long time ago. Children will recognise key characters from the Nativity Story: Mary, Joseph, Baby Jesus .Children will know that a stable is a building were animals are kept. Children will know that a manger is used to hold food for animals. Children will recognise that Baby Jesus was placed in a manger when he was born. Children will recognise that Christmas is a Christian celebration. Children will know some ways in which Christians may celebrate Christmas ie: Party, Church, Food, Family time, presents, and decorations. Vocabulary: Christian, Christmas, Celebration, Nativity, Mary, Joseph, Jesus, Innkeeper, Animals, presents.*	
EAD	Creating with Materials: DT: Diva lamps using clay Making food for Diwali Being Imaginative: Charanga- My Stories *Children will listen attentively, move to and talk about music, expressing their feelings and responses.* *Children will sing in a group or on their own, increasingly matching the pitch and following the melody.*	Being Imaginative: Charanga- My Stories *Children will listen attentively, move to and talk about music, expressing their feelings and responses.* *Children will sing in a group or on their own, increasingly matching the pitch and following the melody.* Learning Christmas Songs *Children will know and sing familiar songs.*	Being Imaginative: Charanga- My Stories *Children will listen attentively, move to and talk about music, expressing their feelings and responses.* *Children will sing in a group or on their own, increasingly matching the pitch and following the melody.* Learning Christmas Songs *Children will know and sing familiar songs.*	Creating with Materials: EAD: Megan Coyle inspired Art: *To create landscape art inspired by Megan Coyle. Children will know how to use scissors to cut along straight lines. Children will know how to use different textures in creations and will combine media. Children explore use and refine a variety of artistic effects to express their ideas and feelings.* Being Imaginative: Charanga- My Stories *Children will listen attentively, move to and talk about music, expressing their feelings and responses.* *Children will sing in a group or on their own, increasingly matching the pitch and following the melody* Learning Christmas Songs and Performing *Children will know how to act out sections of know stories (alongside peers and rehearse for the Christmas play.*	Creating with Materials: EAD: Megan Coyle inspired Art: *To create landscape art inspired by Megan Coyle. Children will know how to use scissors to cut along straight lines. Children will know how to use different textures in creations and will combine media. Children explore use and refine a variety of artistic effects to express their ideas and feelings.* Being Imaginative: Charanga- My Stories *Children will listen attentively, move to and talk about music, expressing their feelings and responses.* *Children will sing in a group or on their own, increasingly matching the pitch and following the melody.* Learning Christmas Songs and Performing *Children will know how to rehearse for, and performs in, the Christmas nativity.*	Creating with Materials: Making Christmas Cards Being Imaginative: Charanga- My Stories *Children will listen attentively, move to and talk about music, expressing their feelings and responses.* *Children will sing in a group or on their own, increasingly matching the pitch and following the melody.* Singing Christmas Songs and performing to our grown-ups. *Children will know how to act out sections of know stories and perform to an audience.*	Creating with Materials: Making Christmas Cards *Children will make some independent choices about the resources needed and talks about creations.* *Children will use different textures in creations and will combine media.* *Children know how to make some independent choices about the resources needed and talks about creations.*	

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P.E. **DANCE**	**The PE Hub- Gymnastics Unit 1 lesson 1** *Children will revise and refine the fundamental movement skills they have already acquired: - Rolling - Crawling - Walking - Jumping - Running - Hopping - Skipping - Climbing*	**The PE Hub- – Gymnastics Unit 1 lesson 2** *Children will revise and refine the fundamental movement skills they have already acquired: - Rolling - Crawling - Walking - Jumping - Running - Hopping - Skipping - Climbing*	**The PE Hub- – Gymnastics Unit 1 lesson 3** *Children will revise and refine the fundamental movement skills they have already acquired: - Rolling - Crawling - Walking - Jumping - Running - Hopping - Skipping - Climbing*	**The PE Hub- – Gymnastics Unit 1 lesson 4** *Children will revise and refine the fundamental movement skills they have already acquired: - Rolling - Crawling - Walking - Jumping - Running - Hopping - Skipping - Climbing*	**The PE Hub- – Gymnastics Unit 1 lesson 5** *Children will revise and refine the fundamental movement skills they have already acquired: - Rolling - Crawling - Walking - Jumping - Running - Hopping - Skipping - Climbing*	**Christmas Performances**	**The PE Hub- – Gymnastics Unit 1 lesson 6** *Children will revise and refine the fundamental movement skills they have already acquired: - Rolling - Crawling - Walking - Jumping - Running - Hopping - Skipping - Climbing*	

Fabulous Finish: Christmas Nativity Performance to parents and Making Christmas cards to give to our family.

L- *We know some familiar rhymes*

- *Rhyming means words have similar ending sounds*
- *Rhyming is used in stories, songs and poems*



Retrieval Rabbit



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KUW- We will know the Christmas story

-Baby Jesus was born in a stable

-He is the son of God



KUW- *We will know about the seasons*

- There are 4 seasons
- Spring, Summer, Autumn and winter



KUW- We will know about the festival Diwali

- Hindu's celebrate Diwali
- They eat special food
- They decorate their hand with mehndi patterns







PSED- We know why sleep is so important

- It helps us have more energy
- It gives our brains and body a rest



KUW- We will know about Remembrance Day.

- We will know Poppies are used to remember the soldiers
- A war is a large battle.
- The war happened a long time ago



The medium term may change as we will feed the children's interest into our weekly planning. The topic may go in different directions depending on where the children show interest and engagement.

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