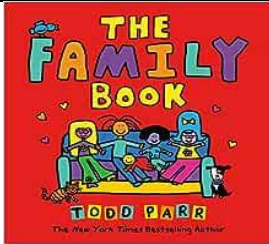
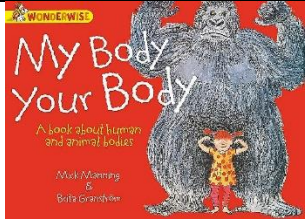
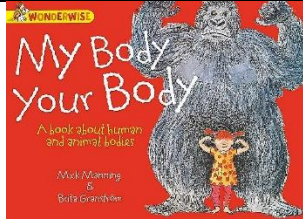
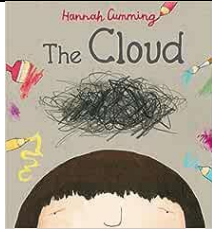
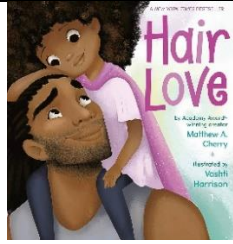
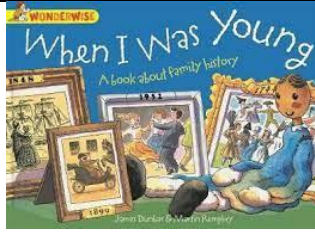


Spring Term2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Focus book</p> <p>This is the book which is shared throughout the week</p>						
Literacy & CL	<ul style="list-style-type: none"> -Discussions around the different types of families we come from- what is your family make up? -Draw/paint your family -circle time- pass 'starlight' our classes' friendly monster around to introduce ourselves -Stories around me such as 'why am I me?', we are all different etc. -What makes us different but the same? -Who is part of our extended families? 	<ul style="list-style-type: none"> -Allen the Alien learns to listen programme -Use mirrors to look at our faces and discuss what we can see. Explore our senses -Smell: Identify different scents i.e. garlic, perfume, roses, fruit etc. -Sight: close observational drawings/paintings of objects -Touch: feely bag with different textured objects -Sound: discriminate different musical instruments and everyday objects -Dentists: who are they? Has anyone been to the dentist? What did they do? Watch a video and read story 'Going to the dentist' -Name body parts using big skeleton frame. Name most familiar and common bones. Discussions about what muscles and skin are and how they protect us. -Grandparents day: discussion about our grandparents who are they, where do they live, What we do with them etc. 	<ul style="list-style-type: none"> -solve addition problems up to 5 -to know the last number reached is the total when counting- cardinal principle -sequence events in the day -measure ourselves- children draw around each other and measure using non-standard units how tall they are 	<ul style="list-style-type: none"> Introduce story title, author, illustrator and blurb. What do these words mean? (words in my pocket) Predictions about what we think the story might be about. Discussions around friendships. What might it feel like to feel lonely? Children to choose a partner to share and draw a picture together. Has there been a time when you have had a black cloud feeling above you? 	<p>Celebrate diversity:</p> <ul style="list-style-type: none"> -Look at different hair types, colours and styles around the world. -what makes us different? Similar? -Hairdressers role play set up - Black and white (charcoal tools) self- portraits -Discussions about the different types of foods we eat according to culture -Garrett Morgan- black American inventor (related to traffic lights signals we use in class for start and stop) 	<ul style="list-style-type: none"> Discussions and circle times: <ul style="list-style-type: none"> -What can you remember before you turned 4? -family portraits -'Then' and 'now' book about their family -Research toys from the past. Toys that parents or grandparents played with -Make a timeline from baby to child (different stages like sitting up, crawling, walking etc) -Pictures of our local area (past) and pictures of them today (present)
Mathematics	<ul style="list-style-type: none"> -to use language of quantities such as more and a lot -to make comparisons between quantities using language more, less, same etc -to recite number names in sequence 0-10/20 	<ul style="list-style-type: none"> -to use number names and language to recognise numbers -to recognise up to 3 objects without counting- subising -to separate a group of 3.4 objects in different ways- total is still the same 	<ul style="list-style-type: none"> -to know that a group of things change when something is taken away -direct comparisons- using one object as a reference - continue an ABAB -copy an ABAB -make own ABAB pattern 	<ul style="list-style-type: none"> -compare lengths from the same starting point -use positional language through words alone without pointing: below, above, next to, in front, behind and on top 	<ul style="list-style-type: none"> -to experiment with their own symbols and marks <p>ASSESSMENT WEEK</p>	
Understanding the world	<p>Me in my new school- location of different areas in the school and equipment</p> <p>Where do I live? - Different types of buildings i.e. apartments, flats, houses, boat etc.</p> <p>Where do I/my parents come from? –discussions around the different countries we come from (stories, videos)</p> <ul style="list-style-type: none"> -understand purpose of a map- tools to help us find where we are going; map where we come from and locate on map of the world -creating own maps-school, classroom, things around the school -puzzles from around the world -Black History: Look at some people in history who have made positive changes to the way we live today (Claudia Jones, Garrett Morgan, Mary Seacole etc) 			<p>SEASONS/WEATHER:</p> <ul style="list-style-type: none"> -to name the seasons/weathers and recognise different seasons -talk about the clothes they wear and things they can do/cannot do due to changing weathers -chronological order of seasons -Black History: Listen to songs from African and Caribbean heritage 	<ul style="list-style-type: none"> -What jobs do my parents do -talk about members of their immediate family and community i.e. neighbours, shopkeepers, postal worker etc. -who keeps me safe? -how can I keep myself safe? (keeping our bodies safe, personal space, safety at home, school, streets etc) 	<p>Family Tree:</p> <ul style="list-style-type: none"> -chronology of things that happened from when I was born -'Once there were Giants' story -sequencing of the story and making a timeline from baby to adult
Personal, social and emotional	<ul style="list-style-type: none"> -knows and talks about school rules 'The Holmleigh way'. Begins to understand why they are needed -learn and follow give me 5 skills -Thinking space- step 1/2 recognise own feelings (7 basic feelings- happy) Book: 'Where Happiness begins' -Friendships: old and new 	<ul style="list-style-type: none"> -what makes a good friend? -sense of identify- which class do I belong to? -knows and talks about school rules 'The Holmleigh way'. Begins to understand why they are needed -Thinking space- step 1/2 recognise own feelings (7 basic feelings- happy, sad) 	<ul style="list-style-type: none"> -Thinking space- step 1/2 recognise own feelings (7 basic feelings- happy, sad, worried, shy) -story: 'Frightened Fred', 'Too shy for show and tell', 'so shy' and 'Everybody feels worried' - Tooth brushing technique and importance of brushing teeth 	<ul style="list-style-type: none"> -Thinking space- step 1/2 recognise own feelings (7 basic feelings- happy, sad, worried, shy, scared, shocked) - recognising a bully and how to keep safe at school and in my community 	<ul style="list-style-type: none"> -Thinking space- step 1/2 recognise own feelings (7 basic feelings happy, sad, worried, shy scared, shocked, angry) Books: 'The angry story', 'When Sophie gets angry, really, really angry' -People who keep me safe in my school/community and their roles- what to do if I get lost? 	<ul style="list-style-type: none"> -Thinking space- step 1/2 recognise own feelings (7 basic feelings happy, sad, worried, shy scared, shocked, angry, excited) Kindness: <ul style="list-style-type: none"> -What does it mean to be kind? -story 'Smartest giant in town', 'Kindness Jar'

		Books: 'when sadness comes to call'	-knowing the importance of sleep and having a good sleep routine (stories)			
Expressive arts	-Begin to use a variety of drawing tools -understand that they can use lines to enclose a space and then use shapes to represent objects Use drawings to tell a story. Combine lines to explore different textures. Encourage accurate drawings of people with arms, legs, body and facial features, fingers and objects. -Experiment with and use primary colours Artist: Picasso. Who was he? What is he famous for? Children to complete self- portraits in Picasso inspired style.					
Physical development	-Go on a walk around the school to locate different areas of the school -Class monitors for class routines -importance of hygiene: washing hands regularly and why - Weekly ball skills with football coach, Weekly P.E session -Using a large range of one- handed tools- making playdough -circle games, parachute games					
Vocabulary	Mum, dad, carer, childminder, gran, grandad, nana, papa, brother, sister, pets, foster, adoption, house, happy	happy sad, smell, touch, taste, see, skeleton, bones, muscles, skin, teeth, molars, canines, dentist, grandma, grandpa, nana, maps, location, world map, local map, North East South West, country names, black history, historians names	Happy, sad, excited, shocked, worried, shy, scared, seasons names, different weather names,	happy sad, excited, shocked, worried, shy, angry, scared, occupation names i.e. doctors, nurses, firefighters, police etc	Past, present, history, old, new, local, area, Stamford hill, hackney, London, England, happy sad, excited, shocked, worried, shy, angry, scared, kindness	

Reception Class Focus Learning Experiences

Autumn Term 1

This half termly plan provides all the carefully planned focus learning experiences which will be on offer for your child in the Reception Class throughout the half term. This plan is designed to be flexible and can change dependant on an individual child's development of skills, knowledge and interests. It can also change, if what is being taught, best fits within a specific week due to children's interests.

Please use this half-termly planner to support your child at home, alongside the following:

- Daily supported reading books (to begin once children have settled)
- Class and school library books (to be assigned after settling in)
- Online Bug Club portal (to be set and assigned)

These will all begin as soon as the children have settled into Reception Class and we feel they are ready towards the end of the half term.

We thank you for your continuous support!

The Reception Team