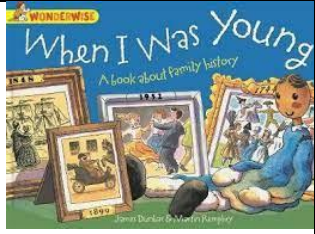

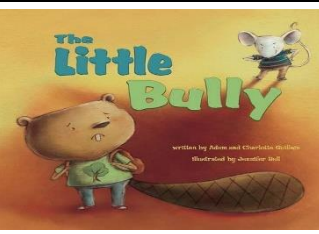
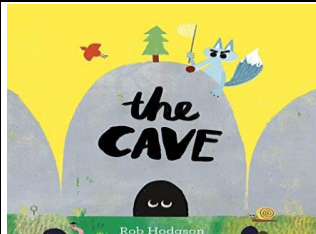

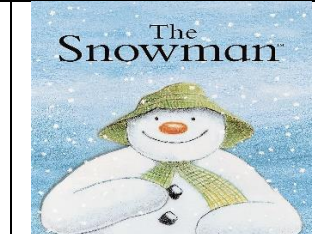


Autumn Term2	Week 1	Week 2	Week 3	Week 4 and 5	Week 6	Week 7
<p>Focus book</p> <p>This is the book which is shared throughout the week</p>						
Literacy & CL	<ul style="list-style-type: none"> - Discussions and circle times: -What can you remember before you turned 4? -family portraits -Then' and 'now' 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) 	<ul style="list-style-type: none"> -To identify front page, title, blurb, author and illustrator. -Identify language from story such as play date and sleep over. -Discussions about having play dates and sleepovers. -What toys or objects do we have that help us when we are feeling worried or scared? -Discuss these feelings. Has there been a time when we felt worried or scared? What did we do to overcome that worry or fear? 	<ul style="list-style-type: none"> -Anti bullying week discussion -What is a bully? What do we do if we notice bullying behaviour? -Creating a poster to make people aware about bullying- group work. -Discuss feelings that Jake felt when he was being bullied. -Make a friendship band/bracelet for a friend -Write/draw something positive that we are good at and something about a friend -Mindful communication: THINK strategy of mindful communication (true, helpful, important, necessary kind) 	<ul style="list-style-type: none"> -Predicting- what might this story be about? Use title, front cover, pictures etc. -What might the little creature be? Why does the wolf want to be friends with the little creature? - ask the children different ways to entice the creature out of the cave. Invite the creature to a party? The children could: Talk about the party they would have (eg what's the occasion? Who else is invited? What games, food, traditions are involved?) Create a party invitation, Vote (hands up if there should be ice cream or jelly etc), Collect and display data 	<ul style="list-style-type: none"> -What is your favourite book? -Create a display/ poster to advertise our favourite books -Look at the different characters shown on the front cover. What stories include those characters? -What adventures might they have in this book? -Charlie Cook's name has alliteration. Can we think of other names that have alliteration, e.g. Sally Smith, Harry Hopkins? -write a rhyme about one of these? -Which one of the books in this story is a favourite and why? 	<ul style="list-style-type: none"> -Think of some questions that you would like to ask the boy. How might he respond? -Story sequencing -Christmas activities -Create a snowman and label different parts -snowman collage -Seasons: what season are we in and how has this change had an effect on the environment around us? -Draw an alternative ending for the story and imagine a new adventure that the boy and snowman could have together -Watch the snowman movie
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, most and least, fewer <p>Numbers of the week: number one and two</p>	<ul style="list-style-type: none"> -to respond to (and use) addition vocabulary in rhymes and games. -To recognise 5 objects without having to count them - To find the total number of items in to groups by counting all of them <p>Numbers of the week: number three and four</p>	<ul style="list-style-type: none"> -To respond to (and use) subtraction vocabulary in rhymes and games. -To find the total number of items after some are taken away by counting all of them. -To know that when counting a group the last number represents the quantity. <p>Numbers of the week: number five and six</p>	<ul style="list-style-type: none"> -To halve an even group up to 12 -To share an even group of objects between 2 <p>Numbers of the week: number seven and eight</p>	<ul style="list-style-type: none"> -To compare weight- heavier/lighter -Experiments with capacity with two containers (which holds more/less) -Sequences events in the day -Uses money in role play <p>Numbers of the week: number nine and ten</p>	<ul style="list-style-type: none"> -Uses names for 2d shapes -Continues and ABAB pattern -Copy an ABAB pattern -Makes own ABAB pattern with objects -Repeats own ABAB pattern -Notice and correct an error in an ABAB pattern <p>Numbers of the week: revisit numbers 1-10</p>
Understanding the world	<p>Family Tree: 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</p> <p>-creating own maps-school, classroom, things around the school</p> <p>SEASONS/WEATHER: 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</p> <p>Safety awareness week/ Anti bullying week: Trip to post office: talk about members of their immediate family and community i.e. neighbours, shopkeepers, postal worker etc.</p> <p>-People who keeps me safe in my community; how can I keep myself safe? (keeping our bodies safe, personal space, safety at home, school, streets etc)</p> <p>Celebrations: Bonfire night, Diwali, Hannukah and Christmas (discussions and activities)</p> <p>Mapping skills: map out journey from hoe to school/ from class to office</p> <p>Science Week: Investigate shadows experiment- explore shadows, experiment by making different shadows. Create a shadow theatre and use torches.</p> <p>Cooking Activities: Decorating dognhuts, traffic light biscuits, fruit salad, cereal tasting, making toast etc.</p> <p>Carry out a survey of family and friends to find out their favourite books from the past. What favourite stories did parents / grandparents read? Why did they like them? How have stories / books changed over time?</p>					
Personal, social and emotional	<ul style="list-style-type: none"> -knowing the importance of sleep and having a good sleep routine (stories) -recognising a bully and how to keep safe at school and in my community -People who keep me safe in my school/community and their roles- what to do if I get lost? -Thinking space- step 1/2 recognise own feelings (7 basic feelings happy, sad, worried, shy scared, shocked, angry, excited) 					

	<p>Kindness:</p> <ul style="list-style-type: none"> -What does it mean to be kind? -Stories 'Smartest giant in town', 'Kindness Jar' - create a kindness jar together in class.
Expressive arts	<ul style="list-style-type: none"> -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 <p>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.</p> <ul style="list-style-type: none"> -Experiment with and use primary colours <p>Artist: Picasso. Who was he? Why is he famous? Children to complete self- portraits in Picasso inspired style.</p>
Physical development	<ul style="list-style-type: none"> -Class monitors for class routines -Revisit importance of hygiene: washing hands regularly and why. What are germs? How to keep healthy. - Weekly ball skills with football coach, Weekly P.E session -Using a large range of one- handed tools- making playdough -circle games, parachute games -Class trips- library, local shops, Little Angel's Theatre
Vocabulary	<p>maps, location, world map, local map, North East South West, country names, black history, historians names</p> <p>Young, old, baby, toddler, crawling, baby teeth, adult teeth,</p> <p>Happy, sad, excited, shocked, worried, shy, scared, seasons names, different weather names,</p> <p>happy sad, excited, shocked, worried, shy, angry, scared, bully, caves, stalagmites, stalactites, occupation names i.e. doctors, nurses, firefighters, police etc</p> <p>Past, present, history, old, new, local, area, Stamford hill, hackney, London, England, happy sad, excited, shocked, worried, shy, angry, scared, kindness</p>

Reception Class Focus Learning Experiences

Autumn Term 2

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 and other activities that are happening around the school.

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

- **Daily supported reading books**
- **Class and school library books**
- **Online Bug Club portal**
- **Keywords sheet** (handed out during parent meeting- children to recognise all of set 1 by end of half term)
- **Handwriting rhymes sheet**- to learn formation of letters (handed out during parent meeting)

We thank you for your continuous support!

The Reception Team