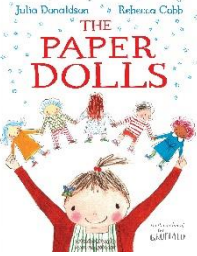
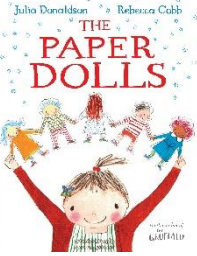
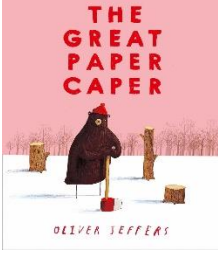
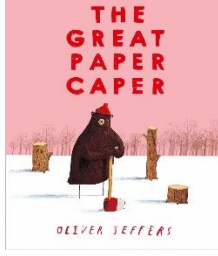
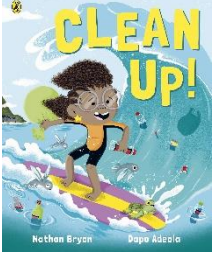


Autumn Term2	Week 1	Week 2	Week 3	Week 4	Week 5
<p>Focus book</p> <p>This is the book which is shared throughout the week</p>					
Literacy & CL	<p>-share the story with children from pages 1- Talk about the story with your children- the different dolls and the names for them, what might each of them be like?</p> <p>Can you spot the butterfly slide on every page?</p> <p>Talk about the boy cutting the dolls up. Why might another child (boy or girl) do something like that?</p> <p>-Create a recycling centre role play area</p> <p>Discuss how the little girl might have felt at different points in the story.</p> <p>Share memories; what special things (toys, places, or people) do children remember or would like to remember when they grow up?</p> <p>Talk about your own childhood memories.</p> <p>-continue recycling in recycling centre.</p> <p>-discussion about recycling and why it's important</p>		<p>-storybook front cover, characters, predictions, blurb, title, author, illustrator</p> <p>-where does paper come from? Look at the process that paper goes through</p> <p>-why are trees important for our environment?</p> <p>-explore different types of trees and plants in our environment</p> <p>-woodland animals: animals that live in the woodlands and some light facts about them</p> <p>-woodlands role- play set up</p> <p>-paper making activity- children watch the process of making paper and then make our own</p> <p>-Retell the story from the bear's point of view.</p> <p>-Look at pages that have illustrations of the forest, but no text.</p> <p>Write some sentences to describe what is happening in them</p>		<p>Read aloud</p> <p>-Before reading the story, look at the cover together and talk about what the story might be about.</p> <p>-Character 'Rocket' is very excited - talk together about times when children have been excited about going on holiday or on a trip. What did they pack for the holiday? Where did they go? Who did they go with?</p> <p>-Talk about grandparents and where they live, are they near or far away? Does anyone know someone who lives in Jamaica? What do they know about it?</p> <p>-Make a 'Did you know' Zig Zag book</p> <p>Find out more about plastic pollution in the ocean using the information in the book and other information from text/internet.</p> <p>-Make a poster to encourage people to take their litter home and keep the environment clean.</p> <p>-litter walk around the school/local environment</p>
Mathematics	<p>-to count reliably from 1-20</p> <p>-to use 1:1 correspondence and count objects in a line.</p> <p>-to recognise numerals (0-20)</p> <p>-to order numbers 0-10</p> <p>-to select the correct numeral to represent 1-10 objects</p> <p>-to write numbers to 10.</p> <p>Numbers of the week: 1</p>	<p>-recall number bonds up to 5</p> <p>-to say the number that is one more than a given number</p> <p>-to combine two or more quantities to find the total</p> <p>-to solve problems with numbers up to 5</p> <p>-to recognise 5 without having to count them- subitising</p> <p>-to find one more than a group of up to 5, then 10 objects</p> <p>Numbers of the week: 2</p>	<p>-to say the number that is one more or one less than a given number up to 5 (consecutive)</p> <p>-relates subtraction to taking away</p> <p>Numbers of the week:3</p>	<p>Division:</p> <p>-to share an even group of objects between 3, 4</p> <p>-continue and copy an ABC pattern</p> <p>Numbers of the week:4</p>	<p>-to put together halves to make whole shapes</p> <p>-to share an even group of objects between 2.</p> <p>-describe a familiar route</p> <p>-use everyday language to talk about position</p> <p>Numbers of the week:5</p>
Understanding the world	<p>History- comments on images of familiar situations in the past</p> <p>Visit- Bethnal Green museum</p> <p>Compare and contrast characters from stories including fictional and non- fictional from a range of books and times.</p> <p>Geography- what characteristics makes a place special. The school- what does it look like? Predicting weather and changes from one day to next; draw information from a simple map. Locate where school is and things in local community. Draws simple maps; stories, experiences etc.</p> <p>Understand that some places are special to members of the community- mosque, church, synagogue, temple</p> <p>Science- to understand how paper is made. To explore a range of tools to join materials. To know the lifecycle of paper. To begin to know which materials are recyclable. To begin to understand the process of recycling/ landfill s and where our rubbish goes. To begin to name materials and identify those which are waterproof. To discuss littering and the effect it has on our environment/ oceans.</p>				
Personal, social and emotional	<p>- To talk about and share our memories and how it may affect us -To consider how we deal with feelings in a positive way</p> <p>-To treat yourself and others with respect, how to be kind and have courage</p> <p>-To share opinions on things that matter to you and learn from experiences</p> <p>-play pass the emotion game</p>				

	<p>Kindness: What does it mean to be kind?</p> <ul style="list-style-type: none"> -Stories 'Smartest giant in town', 'Kindness Jar'- create a kindness jar together in class. -manage personal hygiene: Handwashing and germs -know the effect of unhealthy food choices: tooth decay, obesity -keeping safe online
Expressive arts	<p>Artists: Gustav Klimt and Wadsworth Jarrell</p> <ul style="list-style-type: none"> -Rubbings in the environment -Print with a variety of everyday objects -Print with block colours -Name tools and realise that tools can be used for a purpose -Create a sculpture from plastic waste found in our recycling. Children could save some plastic containers and make a sculpture from it perhaps shaped like a sea creature like the one in the story 'clean up'.
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. -Gymnastics skills: jumping jacks, jump and stop, joining jumps, rock and roll, range of rolls and super sequences.
Vocabulary	<p>Hairslide, clawed, roared, slunk, bereavement, loss, memory crouched, snarled, gnashed, snipped Agreed, blamed, solid alibi, launched, thief, examined, clues, Mysterious, investigation, Eyewitness, evidence, culprit, harm, Grammy, Grampy, fist-bumping, awesome, animal sanctuary, tangled, Trillion, brainwave, wafting, Master, homemade, Gobbled, extremely, antlers, nuisance. Activism, ocean, pollution, litter, recycling, reduce, re-use, repair, waste, sea animals, ocean floor, ecosystem, co2, emissions</p>

<https://polkatheatre.com/content/uploads/2022/05/PD-Resource-Pack.pdf>

Reception Class Focus Learning Experiences

Spring 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 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 (children to recognise all of set 1 & 2 by end of half term)**
- **Handwriting rhymes sheet-** to learn formation of letters

If you need support with any of the above (in case you may have misplaced the sheets handed our previously) please see a member of Reception class team.

We thank you for your continuous support!

The Reception Team